

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180068

Grants.gov Tracking#: GRANT12659254

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180068

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Georgetown University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

53-0196603

* c. Organizational DUNS:

0495158440000

d. Address:

* Street1:

37th & O Streets, NW

Street2:

* City:

Washington

County/Parish:

* State:

DC: District of Columbia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20057-1168

e. Organizational Unit:

Department Name:

School of Foreign Services

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Rebecca

Middle Name:

* Last Name:

Hawkins

Suffix:

Title:

Sr. Grants and Contracts Administrator

Organizational Affiliation:

Georgetown University, Main Campus Research Services

* Telephone Number:

202-687-5534

Fax Number:

202-687-4555

* Email:

Rebecca.Hawkins@georgetown.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Center-Middle East and North Africa

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,463,246.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,463,246.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Georgetown University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	89,000.00	89,000.00	77,000.00	77,000.00		332,000.00
2. Fringe Benefits	12,646.00	12,646.00	6,314.00	6,314.00		37,920.00
3. Travel	9,400.00	9,400.00	9,400.00	9,400.00		37,600.00
4. Equipment						
5. Supplies	6,200.00	6,200.00	6,200.00	6,200.00		24,800.00
6. Contractual	26,549.00	29,549.00	29,549.00	29,549.00		115,196.00
7. Construction						
8. Other	117,500.00	116,100.00	141,500.00	141,500.00		516,600.00
9. Total Direct Costs (lines 1-8)	261,295.00	262,895.00	269,963.00	269,963.00		1,064,116.00
10. Indirect Costs*	20,904.00	21,032.00	21,597.00	21,597.00		85,130.00
11. Training Stipends	328,500.00	328,500.00	328,500.00	328,500.00		1,314,000.00
12. Total Costs (lines 9-11)	610,699.00	612,427.00	620,060.00	620,060.00		2,463,246.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 55.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Georgetown University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Noel M Dillard	Senior Grants and Contracts Administrator
APPLICANT ORGANIZATION	DATE SUBMITTED
Georgetown University	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Georgetown University * Street 1: 37th and O Streets, N.W. Street 2: * City: Washington State: DC: District of Columbia Zip: 20057-1789 Congressional District, if known: DC-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name: NA Middle Name: * Last Name: NA Suffix: * Street 1: NA Street 2: * City: NA State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Noel M Dillard * Name: Prefix * First Name: NA Middle Name: * Last Name: NA Suffix: Title: Telephone No.: Date: 06/22/2018		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1252-GEPA Statement.pdf

Add Attachment

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General Education Provisions Act (GEPA) section 427 statement

Georgetown University (GU) ensures to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. GU admits qualified students of any age, gender, sexual orientation, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of age, gender, sexual orientation, race, disabilities, color, religion, or national and ethnic origin in administration of its educational, admissions, financial aid, and all other school administered policies and programs.

All offices and classrooms on campus are wheelchair-accessible and ADA compliant. GU offers services for students with disabilities through the Academic Resource Center or the Law Center's Office of Disability Services. Lauinger Library has special services for all students with disabilities. To accommodate blind students, for example, GU has converted texts into Braille, engaged readers, and modified testing requirements. GU has also undertaken the Initiative on Diversity and Inclusiveness through the Office of Institutional Diversity, Equity and Affirmative Action, which has established working groups on diversity in academics, admissions and recruiting, and student life to ensure all campus processes are non-discriminatory.

All programs in GU's National Resource Center-Middle East/North Africa take GEPA provisions seriously and work with the appropriate offices on campus to ensure equitable access to, and participation in, all programming for students, teachers, and other program beneficiaries, especially underrepresented populations (i.e., women, minorities, persons with disabilities, veterans, and LGBT). GU NRC provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Georgetown University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Noel Middle Name:

* Last Name: Dillard Suffix:

* Title: Senior Grants and Contracts Administrator

* SIGNATURE: Noel M Dillard

* DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Rochelle		Davis	

Address:

Street1:	37th and O Streets, N.W., ICC 241
Street2:	
City:	Washington
County:	Choose State...
State:	DC: District of Columbia
Zip Code:	20057-1789
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(202)-687-0351	

Email Address:

rochelle.davis@georgetown.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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Proposal for a Title VI National Resource Center on the Middle East and North Africa at Georgetown University (2018-2022)

Abstract

The National Resource Center-Middle East & North Africa (NRC-MENA) at Georgetown University (GU) seeks to develop knowledge of the MENA through undergraduate and graduate student curriculum, faculty teaching, and outreach and public events programming. Based in the nation's capital, GU has the global constituency for this goal, with students from all 50 states and more than 120 different nationalities. The university has agreements with over 250 international partners, 180 study abroad programs in 52 countries, and 15,000 alumni abroad. This constituency is also local, based in the 35-year old MENA Education Outreach program with deep ties to nearby educational institutions, including public K-12 schools, community colleges (CCs), and 4-year state colleges, among them a number of minority-serving institutions (MSIs). The NRC-MENA member departments and centers hold more than 75 lectures, roundtables, panels, symposium, and film showings, each year that are open to the public.

We are seeking additional funding from the US Department of Education to support area and language studies programming at the university and to develop our teacher outreach and public events offerings locally, nationally, and on the internet. To broaden our curriculum, we will offer advanced or post-advanced classes in Arabic, Hebrew, and Turkish and offer area studies courses to undergraduate and graduate students for MENA topics related to national need. To make our teacher outreach material classroom-ready, we will create new teaching units and modules on common topics based on state standards, ensuring they meet similar standards across the U.S. We will hold teacher-training workshops on the standards and the new material produced by the NRC-MENA. We will continue to partner with DC-area museums to offer arts-based teaching material for K-14 educators. We seek to make this material available beyond our workshops through new intensive web-based platforms. To address Competitive Priorities 1 & 2, we will continue to work with the School of Education at Howard University and form a new partnership with Virginia State University's College of Education (both MSIs), as well as Montgomery Community College and other CCs, to meet the need for professional development for teachers. In concert with our education outreach program, NRC-MENA will create an "Inspiring Global Leaders" speakers bureau that utilizes GU's wealth of experts, alums and leaders in global affairs available to speak to students, teachers, and professionals. We request increased FLAS funding, including new AY FLAS Fellowships for undergraduate students, in order to deepen students' engagement with the MENA earlier and better prepare them for future careers related to the region.

These programs have sustained impact on the national needs through educating well-informed students who graduate from GU, encouraging K-12 and CC students to develop interests in and knowledge of the MENA, and equipping teachers with the abilities to teach MENA-related material. We are part of continuing GU efforts to encourage careers in government service that have resulted in a current 3-year average of 45% of the MA/MS graduates of the School of Foreign Service finding employment in jobs that serve the national need. The U.S. State Department continues to be the top employer across all 8 master's programs at SFS. A yearly evaluation of the NRC-MENA will assess our continued progress towards our goals of increasing student enrollments at the advanced and post-advanced levels in MENA languages, providing new and diverse MENA education outreach and curriculum material for K-14 educators, and increasing public access to GU MENA programming through new dissemination platforms.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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1. PROGRAM PLANNING AND BUDGET

Overview. The proposed program is based on the strengths and the opportunities at Georgetown University. Our National Resource Center-Middle East and North Africa (NRC-MENA) draws from the faculty, students, staff, and resources from the Graduate School of Arts and Sciences (GSAS), Georgetown College (GC), and the School of Foreign Service (SFS). World-class faculty teach in undergraduate and graduate programs, and graduates become the next generation of public sector employees, teachers, businesspersons, professors, and more. GC hosts departments in Arabic and Islamic studies, Linguistics, History, Economics, and Government. SFS has the top-ranked master's programs for policy careers in international relations. The U.S. State Department continues to be the top employer across all 8 master's programs at SFS.

GU's NRC-MENA is a key component of the university's engagement with the nation and the world. GU has students from all 50 states and more than 120 different nationalities. The university has agreements with over 250 international partners, 180 study abroad programs in 52 countries, and 15,000 alumni abroad. Students from GU are successful competitors for a variety of post-graduate fellowships and scholarships, including the DAAD, Fulbright, Luce, Marshall, Mellon, Rhodes, and Truman. Based in the nation's capital, the GU NRC-MENA has built ties with nearby educational institutions, including public K-12 schools, community colleges (CCs), and 4-year state colleges, among them a number of minority-serving institutions (MSIs).

1A. Quality of Proposed Activities and Relation to NRC-MENA Program

1A.1 Language and Area Studies Activities (Absolute Priority 1). GU covers the teaching of the LCTL languages of Arabic, Hebrew, Persian, and Turkish at the beginning, intermediate, and some advanced levels. The NRC-MENA is seeking to support the following LCTL language

offerings: Content courses in Arabic (post-advanced); Advanced Hebrew; and 4th year Turkish. We will also offer online language training opportunities for Arabic, Persian, and Kurdish.

The NRC-MENA also seeks to offer courses in area studies that complement our existing teaching strengths and enhance the knowledge of students studying with MENA-related majors or degrees (See sections 6 & 7). We propose the following courses offered by FTNTL professors, professors of practice, and adjuncts that are outside the areas covered by the tenure-line faculty but that are part of national need: 1) Area studies courses for graduate and undergraduate students interested in careers in politics (Courses: *Arab Civil-Military Relations; Contemporary Islamic Movements; Modern Iran-Arab relations; Israel and the Arabs*); 2) New area studies courses for graduate students completing the certificate offered by the Institute for the Study of Diplomacy (ISD)(Courses: *Certificate Capstone: MENA region; US Foreign Policy in the MENA*); 3) Area studies courses for graduate and undergraduate students in culture, economics, religion, and history (Courses: *Business in the MENA; MENA Film; Environmental Studies in the MENA; Media in the Arab World*).

1A.2 K-14 Education Outreach & Public Events (Absolute Priority 2; Competitive Priorities 1 & 2). We have a number of established and growing partnerships with whom we hold public events (lectures, symposiums, workshops, films, etc) and conducts K-14 Educational Outreach. The education outreach work supported by the NRC-MENA assists teachers and institutions in planning and implementing curriculum, and then assuring the impact of the work. For example, in 2017, the Maryland Curriculum and Standards Committee for Modern World History requested NRC-MENA expert review of the language of proposed curriculum. Three NRC-MENA faculty/staff reviewed the material and offered changes that were accepted by the committee and also created a plan to develop curriculum material and conduct teacher training

workshops around two MENA-related subjects: Women in the MENA and Political Islam. The NRC-MENA will hold workshops around the two forthcoming units in Years 1 & 2 of the grant.

This type of education outreach supports our goals of creating teaching units and modules on common topics based on state standards and similar standards across the U.S. and holding teacher-training workshops on the standards and new material produced by NRC-MENA. This strategy is more effective than holding workshops only with faculty experts because it provides customizable concrete guidance and transfers expert scholarship directly to the classroom.

Table 1A.1 Educational Partners

Continuing Partnerships:
Howard University (MSI) with their School of Education and Center for African Studies
Montgomery Community College faculty
District of Columbia Public Schools
George Mason University, Program in Middle East and Islamic Studies (MEIS) and Ali Vural Ak Center for Global Islamic Studies (CGIS) (long-standing partnership because of proximity and ability to share costs for events)
Midwest Institute for International & Intercultural Education
University of Arizona Community College resource website "Curriculum Internationalization Resources for Community College Educators" at https://communitycollegeoutreach.arizona.edu
New partnerships:
Virginia State University (MSI) and their College of Education
Montgomery College's Global Nexus Program and Office of Advancement and Community Engagement
Georgetown University's MA in Educational Transformation
Georgetown University's Institute for the Study of Diplomacy
Natakallam (Let's Talk) – Award winning virtual language and lecture program https://natakallam.com/

Education Outreach

1. Professional development workshops and seminars for pre- and in-service teachers K-14 (10 workshops/teach-ins per year—5 topics). The goal of the teacher outreach workshops held by the NRC-MENA at GU is to meet the need for professional development for teachers. We propose to plan and conduct half of these workshops on GU's campus and the other half at our partner or other institutions (see topical details below). In addition, we propose to support and/or

participate in the teacher outreach for CC instructors at the Midwest Institute for International & Intercultural Education Community College.

Topic 1: The Historical and Contemporary MENA Region (Proposed 3-4 per year). The NRC-MENA outreach activities expose teachers to histories, religions, and cultures and help connect these experiences to skill-building, classroom activities.

Topic 2: Arts integration and museum collaborations (Proposed 2-3 per year). NRC-MENA creates workshops and exhibition tours for teachers with area museum education directors and curators and will continue this ongoing collaboration (see Table 9).

Topic 3: Outreach on Global Literacy in Collaboration with Schools of Education: (Proposed 3 per year). NRC-MENA proposes to continue bringing quality children and YA literature to elementary, middle and high school teachers through our ongoing collaboration with Howard University (HBCU). In 2015, our NRC-MENA partnered with Howard University School of Education (HUSOE) and Center for African Studies to offer a workshop for pre- and in-service teachers and school librarians on award-winning children's literature from the MENA and Africa. We propose to continue this event and to hold similar workshops at VSU's College of Education (VSUCOE), DC Public Schools, and at George Mason University (GMU).

Topic 4: Global Read Webinar Series (Proposed 1 per year). NRC-MENA proposes to sponsor an annual webinar in the *Global Read Webinar Series*. The initiative of several global/regional educator organizations, these webinars are open to educators, librarians, and the public and aim to present books as literature and illustration art, to discuss book selection criteria, and to build strategies for teaching diverse literatures in K-12 classrooms.

Topic 5: Teach-In Series and Webportal on Refugees & Migrants (Proposed 1 per year). Co-sponsored with the Middle East and Islamic Studies Program and the Center for Global

Islamic Studies at GMU, the teach-ins for high-school teachers and the university community will examine the refugee crisis in the MENA and its global reverberations and serve as topical resources as part of an online portal to serve educators, students, and the informed public.

2. Georgetown University Speakers Bureau: Inspiring Global Leaders. NRC-MENA will respond to frequent requests from different sectors for speakers and workshops by creating a speakers bureau that utilizes GU's wealth of experts, alums and leaders in global affairs. We will create a webpage of potential topics from which interested parties could request and fund GU faculty and staff to travel to school districts, CCs, and others that are underserved and/or are beyond the DC-metro area. This will include: 1) Teacher and health professional workshops offered by NRC-MENA faculty and staff; 2) Workshops at MSIs, CCs, and underserved school districts led by diplomacy and government service professors and professionals; 3) Talks by GU alumni who work on MENA issues at their high school alma maters. The goal of the speakers bureau is to educate audiences and inspire them to consider careers in government and diplomatic service, and/or to study the MENA region, relating directly to national needs to encourage government service.

In addition, we will work with Natakallam, an innovative virtual platform bringing people living in the MENA into classroom conversations. We will sponsor "virtual talks" in public schools to complement and follow up on our "Inspiring Global Leaders" speakers bureau. Through the collective nature and impact of these programs, we will engage secondary students and beyond on MENA subjects, thereby widening the pipeline of students studying MENA subjects, flowing into CCs and 4-year universities.

3. Global Curriculum Fellowship. This fellowship is an ongoing collaboration between GU's CCAS, SFS, and DCPS Office of Global Initiatives. Ten teachers have chosen to work with

faculty and graduate student researchers to develop course syllabi for MENA, African, Latin American, Global Studies, and other electives. This fellowship presents an opportunity to contribute to the DC community and improve the quality of commonly taught high school courses in DC. After completing development in 2018, the courses will be piloted, revised, and published online and through workshops at national conferences, and at GU's NRC-MENA.

4. Summer Institutes 2019-2022 (Proposed 1 per year). NRC-MENA summer teacher institutes have been restructured to focus on in-demand topics based on grades 7-12 curriculum needs, resulting in enrollments climbing from 25 in 2014 to over 60 registrants annually. The summer 2018 institute will offer 15 travel grants to teachers who could not otherwise attend because of cost. Summer Institute (2019-2022) topics are Arts and Literature in the Contemporary MENA; Relations between Europe and the MENA; The Enlightenment as Global Phenomenon; Diplomacy in the MENA East and Its Global Implications. We will continue to reach out to teachers in underserved areas, in particular with our proposed travel grant option. Our current and proposed partnerships with two HBCUs (HUOSE & VUSCOE) and CCs, as well as GU's MAET program allows us to reach thousands of pre- and in-service teachers. Resources developed for the workshops will be made available online via the CCAS website.

5. Outreach on the Internet and Social Media. GU has extended its reach beyond local audiences through online and social media platforms and by disseminating published materials and notifications about upcoming workshops and opportunities to the NRC-MENA list serve of 1200 educators. NRC-MENA will take advantage of a new GU web platform to re-design the availability of public events and the education outreach resource pages to make content systematically accessible, and to reach wider audiences. The platform will also advertise the

Speakers Bureau offered by the NRC-MENA and NRC-MENA content hosted at the University of Arizona Community College resource website.

6. Middle East Studies Pedagogy Initiative. The faculty of the Middle East and Islamic Studies Program (MEIS) and Center for Global Islamic Studies (CGIS) at GMU will launch the Middle East Studies Pedagogy Initiative and have asked GU's NRC-MENA to partner in creating content and teacher curricula. As a platform for MENA studies resources tailored to the needs of teachers, researchers, and students, this initiative will produce curriculum based on state academic standards, publications, videos, and podcasts.

7. Teaching the Middle East Podcast Series (12 per year). The MEIS & CGIS at GMU faculty will launch a Teaching the Middle East Podcast, which will bring together dedicated educators to discuss best practices in teaching the MENA and have asked GU's NRC-MENA to be a partner. The monthly podcast will be live-streamed and invite audience participation, with each episode addressing a particular theme that is common to a substantial number of educators.

Public Events

Our NRC-MENA public events will be held in collaboration with partner institutions and will occur on GU's campus, at other universities and educational institutions, and online. We propose that the departments, centers, and programs that are part of the NRC-MENA will hold at least 10 public events each year, prioritizing speakers working in the fields of education, business, language, security studies, and government, or in the nonprofit sector. We also propose to hold an annual conference on a topic related to national needs. At least half of the events will be recorded and made available online or will have a type of publication/public access associated with them.

An example of a proposed public event is a series of workshops on “Novels and Films in the Classroom,” which would be co-organized with the MEIS and CGIS at GMU. The workshops are intended to bring scholars from different disciplines and with various geographical expertise to address how to incorporate novels and audio-visual materials into the classroom. The material generated will be compiled into searchable and annotated databases and made available to educators and the public.

1.B. Development Plan and Timeline. The following table shows the linear development of the program and its relevance to the Absolute and Competitive Priorities and GU’s Institutional Support. The timeline shows how the program will increase the number of students proficient at post-advanced levels of Arabic and Turkish, and advanced level of Hebrew, increase the number of potential employees with area studies knowledge related to national need, and reach new teacher audiences with innovative content via new partnerships with MSIs and CCs and new web platforms.

Table 1B. Program, Planning, and Budget Timeline

Table 1A.1: Program, Planning, and Budget Timeline AP1=Absolute Priority 1, AP2=Absolute Priority 2, CP1=Competitive Priority 1, CP2=Competitive Priority 2, IS=GU Institutional Support	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022
Language Training				
50% support for Arabic Content PhD Visiting Faculty (<i>new</i>)	AP1, IS			
Content courses in Arabic (post-advanced)			AP1	
Content courses in Turkish (post-advanced)	AP1			
Advanced Hebrew (<i>new</i>)	AP1			
Natakallam (Let’s Talk) – Arabic, Kurdish, Persian (<i>new</i>)	AP1, IS			
Area Studies Instruction				
Area studies courses for students interested in careers in politics	AP1, IS			
Area studies capstones and courses for the certificate in International Diplomacy (<i>new</i>)	AP1, IS			
Area studies courses in culture, economics, religion, and history	AP1, IS			
Outreach K-14 Programming				
Outreach: Professional development workshops and seminars for pre-service and in-service teachers (Topics: Historical and Contemporary MENA Region, Arts Integration with Museums, Global Literacy, Global Read Webinar Series (<i>new</i>), Teach-in Series & Webportal on Refugees & Migrants (<i>new</i>))	AP1, AP2, CP1, CP2, IS			

Outreach: Georgetown University Speaker Bureau: Inspiring Global Leaders (<i>new</i>)	AP1, AP2, CP1, IS			
Outreach: DC Public Schools Global Curriculum Fellowship	AP1, AP2, CP2, IS			
Outreach: Summer Institutes 2019-2022	AP1, AP2, CP1, CP2, IS			
Outreach: Increased internet and social media presence (<i>new</i>)	AP2, IS			
Outreach: Middle East Studies Pedagogy Initiative (<i>new</i>)		AP1, AP2, CP1, CP2, IS		
Outreach: Teaching the Middle East Podcast Series (<i>new</i>)	AP1, AP2, CP1, CP2, IS			
Public Events Programming				
Public Events on MENA on Georgetown's campus, at other universities and educational institutions, and via the internet and social media		AP1, AP2, CP1, CP2, IS		
Annual Conference	AP1, IS			

1C. Reasonable Costs. Because of GU's location in DC, we are able to attract high-quality NTL instructors for occasional teaching outside of their other professional responsibilities. We are proposing 10 courses on topics not covered by tenure-line faculty and paid at the university adjunct rate (\$8,000/course), which allows the NRC-MENA to offer courses on a variety of topics relevant to national need. With seminar classes capped at 18 students, these semester-long courses cost just over \$450/student. The cost per attendee of NRC-MENA outreach activities averages to \$50 for one-day workshops and seminars, and \$363 per attendee for Summer Teacher Institutes, which are 5-7 days long. Institutional support provided for space, salaries, and logistics, and co-sponsoring with other programs reduce the NRC-MENA cost for these workshops by half.

1D. Long Term Impact. The proposed program aims to increase the number of students with MENA language skills; using NRC-MENA funding to offer those classes, we will see more

students graduating at advanced and post-advanced levels in Arabic, Hebrew, and Turkish. We will expand MENA area expertise by offering 20 classes on politics, diplomacy, policy, and other topics relevant to national needs but that are not taught by tenure-line faculty. By partnering with two teacher training institutions (both MSIs), our NRC-MENA Outreach Education efforts will increase the MENA knowledge of the coming generation of teachers through our workshops, curriculum, and online material. Our Speakers Bureau and other public events will also increase the number of people who are qualified for careers in government service, education, business, and non-profit sectors. These programs fundamentally change our faculty by supporting their engagement beyond academia and make our institution more responsive to the needs of the students, the surrounding community, and the government.

2. QUALITY OF STAFF RESOURCES

2A.1 Qualifications of Teaching Faculty and Staff. GU is currently home to more than 100 faculty who teach or research on the MENA region (See Appendix 2). Since 2014, they have published over 40 books and 150 peer-reviewed articles, hundreds of other articles, and supervised almost 200 theses and dissertations. In addition, CCAS Education Outreach Coordinator Dr. Susan Douglass, who runs the NRC-MENA outreach activities, holds a PhD in global history.

GU's combination of permanent and visiting faculty enhances research and student learning opportunities. NRC-MENA draws on GU's location in Washington DC to bring academics who also have experience in government, business, intelligence, and diplomatic service to teach classes as either visiting professors of practice, distinguished scholars in residence, NTL full-time faculty, or adjuncts.

GU's current faculty hold a variety of positions in service to the MENA discipline, including 4 U.S. Ambassadors who have served in MENA countries and are currently professors of practice at GU. Ambassador Barbara Bodine, whose 30-year foreign service career includes serving as U.S. Ambassador to Yemen, heads GU's ISD. Professor Judith Tucker is currently the President of the Middle East Studies Association, the largest MENA-oriented academic organization in North America. Professor Jocelyne Cesari is President-Elect of the European Academy of Religion. Other faculty are or have been fellows at the Center for Middle East Policy at the Brookings Institution, the Project on Middle East Democracy, and the Woodrow Wilson International Center for Scholars. MENA faculty have received fellowships from Fulbright, MacArthur Foundation, Harry Frank Guggenheim, and National Endowment for the Humanities.

2A.2 Professional Development Opportunities. GU provides substantial support for faculty development, including travel, curriculum development, and research. In 2018, GU became an institutional member of the National Center for Faculty Development & Diversity (NCFDD), a nationally-recognized, independent organization that provides online career development and mentoring for faculty, post-docs, and graduate students. GU's Center for New Designs in Learning and Scholarship (CNDLS) supports curriculum development and provides pedagogical training for GU faculty and staff. CNDLS staff are engaged in advanced research on teaching practices, assessment techniques, instructional design, student learning, and technologies to enhance the latest educational environments. CNDLS' annual Teaching, Learning & Innovation Summer Institute (TLISI) gives faculty and staff the opportunity to explore strategies for excellence in teaching and learning.

The Doyle Fellowship program at CNDLS provides grants to faculty to redesign undergraduate courses to incorporate themes of difference and diversity. The Doyle program is a campus-wide collaboration between the Berkley Center for Religion, Peace, and World Affairs, CNDLS, and GC designed to deepen the university's own commitment to tolerance, diversity, and global awareness. Of the 64 faculty who received a Doyle Fellowship in the past 4 years, 12 teach courses with at least 25% MENA content, and 10 are language faculty.

The Deans of GC, GSAS, and SFS award grants to faculty for conference and/or research travel, and the Provost awards junior faculty research fellowships to take a semester of leave before their tenure review. SFS also awards professional development grants to staff. Full-time faculty and staff can take advantage of the Tuition Assistance Program at GU to continue their education by taking classes or earning a degree. GU staff can also take advantage of professional development training, such as courses on administration and leadership, in addition to development certificate programs, provided by GU's Office of University Training and Organizational Development.

2A.3 Teaching, Supervision, and Advising of Students. Students receive careful mentoring and advising from GU faculty and staff. Graduate students are assigned faculty advisors, and many meet with staff advisors as well. All undergraduates have advising deans or faculty, and those pursuing certificates meet with additional certificate advisors. Staff members ensure that students have met degree requirements, organize career events, and assist with registration and financial aid. Additionally, staff of the NRC-MENA advise students on the FLAS process and provide information on language opportunities at GU and abroad.

GU believes in a university run by the faculty. All departments have faculty directors of undergraduate studies and graduate studies. Tenure-line faculty members serve on department-

level, college-level, and university-wide admissions, faculty and NTL search committees, examination boards, and financial aid and scholarship committees. Full-time faculty teach 2 courses per semester (4/year) and are expected to spend at least 16 hours per week on teaching, office hours, and advising.

In an effort to create fair standards, GU instituted a new rights, obligations, and payment framework for instructional and research full-time, non-tenure line (FTNTL) faculty in 2015. FTNTLs teach 3 courses a semester, and all obligations are related to teaching, office hours, advising and service to the department. All full-time language instructors were included in this new structure. Adjunct professors were unionized in 2017. GU pays full tuition and a living wage for graduate TAs, who conduct discussion sections for undergraduate courses. PhD students in their final year are allowed to teach an undergraduate seminar.

2B. NRC Staffing and Oversight Arrangements. NRC-MENA is led and staffed by members of CCAS. The current Director, Dr. Rochelle Davis, is an Associate Professor of Anthropology and the PI on the Title VI grant. The NRC-MENA data collection and FLAS administration is done by Ms. Kelli Harris, CCAS Assistant Director of Academic Programs for almost 10 years (MA in Liberal Studies). CCAS Publications and Multimedia Editor Ms. Vicki Valosik (MA in Sociology, MA in Writing) produces content for the web and publication. Ms. Alison Glick, Assistant Director of CCAS, and Mr. Ryan Gillis, SFS Grants Manager, administer the budget.

Dr. Susan Douglass is the CCAS K-14 Educational Outreach Coordinator. Her work in several organizations connect her to the larger field. She serves on the Middle East Outreach Council (MEOC) Board, as Chair of the MEOC Book Awards Committee, on the Advisory Board of the Religious Freedom Center in the Newseum Institute. She was also a member of the writing committee for a collaborative curriculum document with the American Academy of

Religion (AAR) that created an appendix to the National Council for the Social Studies (NCSS) C3 Framework related to the Common Core state curriculum model frameworks. Dr. Douglass served on the National Endowment for the Humanities review panel evaluating proposals for 2018 Summer Teacher Institutes nationwide. In 2017-2018, she also received GU's President's Excellence Award for Staff as well as the Miami-Dade County (FL) Social Studies Council Paul Hanson Social Studies Award for her dedication to the social studies community.

The NRC-MENA programming is overseen by different committees. The education outreach and public events are decided on by a staff and faculty committee that reviews requests to ensure events represent a diversity of subjects and viewpoints and generate debate on international affairs. The planning and evaluation for courses and languages is conducted by faculty from the AIS, CCAS, and CJC. These committees also review the PMFs, the impact of new funding streams and programs, and opportunities at GU for meeting national needs in language and area studies and for employment in government, education and business.

2C. Non-Discriminatory Employment Practices. GU practices affirmative action to treat all qualified individuals without discrimination in all employment practices, including advertising, recruitment, selection, rates of pay, or compensation. Selection committees are charged with ensuring that applicants are judged without regard to race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, or physical handicap. GU's Office of Institutional Diversity, Equity and Affirmative Action (IDEAA) has a regulatory compliance, proactive unit which supports the founding principle that work and learning among people of different faiths, cultures, and beliefs is best embodied in the diversity of our students, staff, and faculty.

GU has a progressive labor policy in place known as the Just Employment Policy (JEP). The JEP sets a living wage standard for all direct employees and contract employees working on GU's campuses that is updated annually to keep pace with inflation; it asserts the right to appropriate grievance procedures and access to campus community resources, like the library, ESL programs, and transportation shuttles.

3. IMPACT AND EVALUATION

3A.1 Impact of Activities and Training Programs. For AY 2017-18 (including summer), 5,958 students were enrolled in courses with 25% or more MENA content. This includes 4,592 undergraduates; 1,206 graduate students from the SFS, COL, GU-Qatar, GSAS, McDonough School of Business (MSB), Nursing and Health Sciences (NHS), School of Continuing Studies (SCS), and Consortium of Universities of the Washington Metropolitan Area (CUWMA) consortium schools; and 160 summer students from outside GU. 933 of these enrollments were in Arabic, Hebrew, Persian and Turkish language classes, with 747 undergraduate, 166 graduate, and 20 non-GU students taking advantage of such courses.

For AY 2016-17, a total of 81 bachelor's students, 37 master's students, and 13 doctoral students graduated from GU with a major, minor, or certificate from the NRC-MENA (see table 3A.1).

The number of undergraduate minors more than doubled from the previous year, which is a result of BSFS curricular changes that allowed BSFS students to minor in Arabic and Persian, thus encouraging increased enrollment in undergraduate language and area studies courses.

Public Events. NRC-MENA supported an average of 16 public events each year of the last cycle. In 2017-2018, the events drew 1,520 attendees and included three film showings, a Middle Eastern music series organized by the Department of Performing arts, and four major colloquiums (Iraq Post-ISIS; Byzantium, the Arabs and the Rise of Islam; Modern Arabic Poetry

and Literature (talk delivered in Arabic); and Authoritarianism in Asia and the MENA). The NRC-MENA seeks co-sponsors for many of our events, which allows us to host more events throughout the year and at different times and locales, thus targeting a variety of audiences in the greater DC area. The NRC-MENA member departments and centers hold many additional events (averaging more than 75/year in total) that also impact national needs, adding to and enhancing the impact of those funded through the NRC-MENA.

Among the NRC-MENA participants, CCAS is the digital face of the NRC-MENA. CCAS has launched several new initiatives to increase our digital engagement and bring our content to broader and larger audiences. NRC-MENA digital activities will be hosted using these platforms, staff expertise and resources, which will enhance the NRC-MENA activities and give them a much wider audience.

Audio/Video Content. In April 2018, CCAS launched a YouTube Channel to improve our reach and to enable our content to appear higher in internet search results. Between June 2017 and May 2018, our 160 public event videos have been viewed more than 6,700 times. Our most popular content has been on the refugee and migration crisis; the significance of the Qur'an in Islam; gender, education, and labor; and authoritarianism.

Status Hour: Last fall, CCAS began an exciting partnership with the audio journal Status Hour, which features interviews, podcasts, reports, and reviews on topics related to the Middle East and North Africa. This collaboration enables NRC-MENA material to reach new and much larger audiences, both in the United States and abroad.

Magazine and Digital Readership: CCAS produces a biannual newsmagazine, featuring academic articles targeting a non-expert readership. Our content includes NRC-MENA outreach and event activities and FLAS student activities. By reformatting and rethinking our strategy, we

have made great strides in reaching online readers. Content from the past two issues (Summer/Fall 2017 issue and Winter/Spring 2018 issue) has been actively visited more than 2,600 times. In addition, we have distributed over 1,000 print copies.

Table 3A.1 Overview of CCAS Digital Engagement: June 2017 – May 2018

CCAS Youtube	6,700 views (past year)
CCAS website	8,617 page hits (since October)
SoundCloud	228 listens (past year)
CCAS Newsmagazine	3,600 combined online and print readers for past 2 issues
CCAS Twitter	1,213 followers
CCAS Facebook	5,107 followers
CCAS General Mailing List	3,500 subscribers

3A.2 Equal access and treatment of

project participants. GU strives to provide equal access and encourage diversity in its academic programs. GU is a member of the Graduate School

Consortium of the Public Policy and International Affairs (PPIA) Program, whose mission is to promote the inclusion and full participation of underrepresented groups in public service and to advance their leadership roles in serving domestic and international affairs. SFS and the School of Public Policy host an annual Public Service Weekend to introduce more students to the broad range of opportunities available in the field of public service and increase participation among traditionally underrepresented groups at the highest levels of public sector leadership.

Additionally, to encourage and attract more candidates from underrepresented groups into GU's graduate international affairs programs, most graduate SFS (GSFS) programs have established scholarship matching agreements with fellowship programs, such as Pickering and Rangel that aim to increase diversity within the foreign service.

GU offers opportunities for people over 65 years of age to audit undergraduate courses with the consent of the professor. For AY 2017-18, there were 214 courses available to senior auditors with 25%+ content related to the MENA region. 62 of those had 100% MENA content.

Public access to GU's resources remains a priority to the NRC-MENA. All public events hosted by the NRC-MENA are wheelchair accessible, and sign language interpretation is provided when requested. We have increased our presence on the web, partnering with many departments across the university, and we also hold education outreach and public events off campus. In 2017, the CCAS website was completely redesigned in line with GU's commitment to accessibility and ensuring university webpages follow the Web Content Accessibility Guidelines (WCAG). The new website—featuring not only information about academic programs, but also about public events and educational programming, scholarly content, and resources for teachers—launched in October 2017. Since that time, the CCAS website has received 8,617 unique page views.

3B.1 Comprehensive and Objective Evaluation Plan. The NRC-MENA takes seriously its role in educating and supporting students and providing information, resources, and inspiration to the public. The proposed internal evaluation plan builds on the existing CCAS Education Outreach Plan and existing departmental language evaluations. In addition, the university requests full external review of each department or center at least once in a ten-year period. We are proposing a yearly NRC-MENA evaluation conducted by an external evaluation professional, with a final evaluation at the end of 4 years. (see letter in Appendix)

The NRC-MENA internal evaluation will seek to demonstrate the impact of our programs and also to develop and improve them. The goal of the evaluation plan is to measure our progress toward our 2018-2022 cycle goals: 1) Build MENA language learning capacity at advanced and post-advanced levels; 2) Expand area expertise and build MENA subject-learning capacity; 3) Increase MENA capacity of educators; 4) Increase MENA capacity of non-GU students, teachers, & professionals; 5) Increase knowledge of MENA fields of government service. The

plan provides for data collection, followed by targeted assessment and re-thinking of programs (3Rs: review, rethink, retool), in order to measure our long-term and short-term goals. The NRC-MENA activities will evaluate funded activities according to the Absolute and Competitive Priorities as well as the National Resource Center Government Performance and Results Act (GPRA) Measures for the NRC and FLAS, as noted in Table 3B.1 below.

INSERT TABLE called Table 3B.1: Description of Evaluation Methods & Timeline

Table 3B.1: Description of Evaluation Methods & Timeline				
NRC-MENA Goal (What will change?)	Method (How will we measure change?)	Metrics and Purposes	Timeline (When will change take place?)	USED Goal/GPRA/Priority
Build MENA Language Learning Capacity at Advanced and post-Advanced levels	-Proficiency Testing - Count students in advanced/post-advanced levels -Count student presentations & publications in languages	-Assessment of quality of language courses -Assessment of student progress in language - # of students reaching post & advanced levels	-Annual testing & adjustments -Yearly opportunities offered for student presentations & publications - Yr 4 look at enrollments over the course of the grant	AP1: Train experts NRC GPRA 3 FLAS GPRA 3
Expand Area Expertise and Build MENA subject learning capacity	-Supplemental course evaluation for NRC-MENA funded courses -# of students enrolled -Documentation of marketing strategies	-Students' report on impact of course on knowledge and/or language -Feedback to faculty to improve course offerings	-Annual review of evaluations & 3Rs (review, rethink, retool) -Annual assessment of enrollments & marketing strategies	AP1: Train experts AP1: encourage govt service AP1: Prepare students for careers in govt, education, business, non-profit sectors
Expand Area Expertise and Build MENA subject learning capacity	Survey of MENA-degree recipients in SFS	-Impact of programs on skills, knowledge, & career -Assessment of quality of MA and certificate programs -Survey of skills used in employment -Update of career interests and work history	-Annual survey of graduates -Yr 4: survey of alumni from previous 3 years -3Rs assessment	AP1: Train experts AP1: encourage govt service AP1: Prepare students for careers in govt, education, business, non-profit sectors NRC GPRA 3
Expand Area Expertise and Build MENA subject learning capacity	FLAS Alumni survey	-Impact of FLAS on skills, knowledge, and career	Yr 1 & 3 Survey Yr 2 & 4 3Rs assessment	AP1: Train experts AP1: encourage govt service AP1: Prepare students for careers in

		-Assessment of quality of undergraduate and graduate programs -Survey of skills used in employment -Update on career		govt, education, business, non-profit sectors NRC GPRA 3 FLAS GPRA 1, 2, 3
Increase MENA Capacity of Educators	Survey of K-12? educators	-Locales of teachers & subjects taught -Use of resources at schools, CCs, & MSIs -Quality of workshops	Surveys administered after workshops	AP2: teacher training activities CP1, CP2
Increase MENA Capacity of Educators	Interviews with MSI, CC, & other partners	-Impact of MENA workshops on faculty professional development and curriculum -Distribution and use of resources (in person and via the internet)	Yr 2: interviews Yr 3: 3Rs assessment	AP2: teacher training activities CP1, CP2
Increase MENA Capacity of non-GU students, teachers, & professionals	Event attendance (in person and virtual)	-# of in-person attendees by sector -#s accessing NRC-MENA internet material of different kinds	Yearly	AP2: teacher training activities; AP1: conduct outreach
Increase MENA Capacity of non-GU students, teachers, & professionals	Utilization of resources	-Assessment of types of material accessed and how used	Yr 3: survey Yr 4: 3Rs	AP1: train experts
Increase Knowledge of MENA fields of govt service	-Numbers of events conducted by current or former govt employees - Reference alumni Survey from above?	-Assessment of personnel & topics of lectures -Impact on attendees - Alumni feedback on their knowledge of/preparedness for government careers	Post-event surveys	AP1: encourage govt service, education, business, non-profit sectors

3B.2 Recent Evaluations. Because of funding cuts and staffing vacancies, no comprehensive evaluation of NRC-MENA activities was conducted in 2014-2018. However, each NRC-MENA Education Outreach event includes a participant-evaluation component. These evaluations are used in planning future topics and meetings, altering format, and responding to requests for new

approaches. During the last 1.5 years, the CCAS Public Events Coordinator has conducted surveys after events, conducted social media reach assessments, and analyzed audience attendance sources and demographics. Similarly, a number of the NRC-MENA programs have conducted recent evaluations of their language teaching and curriculum. Taken together, these efforts allow us to understand the bigger picture of NRC-MENA activity at GU and the changes charted, including: 1) new curriculum requirements for MAAS students for Arabic; 2) new teaching methods for Advanced Arabic classes by AIS; 3) new plan to record and disseminate outreach and public events via new internet platforms (see Section 3A.1); 4) new outreach programming types (off-campus events, format, and curriculum units).

3C.1 NRC-MENA and National Needs. GU's NRC-MENA addresses national need primarily in three different areas: 1) supporting language and area studies training; 2) preparing experts in public service; 3) offering education outreach for K-14 teachers. The curriculum, degree programs, outreach and public events, and library offerings of the NRC-MENA respond to the ongoing national need for training individuals and growing institutions with expertise and competence in world languages and area studies. NRC-MENA faculty are regular contributors to media, producing material for public consumption, and have written for *Foreign Policy*, *Foreign Affairs*, the *Lawfare* blog, *Open Democracy*, *Washington Post*, and *The Atlantic*, among others. Their op-eds have been syndicated by news outlets in the U.S. and abroad.

Through its events and outreach activities, the NRC-MENA also trains educators (and their students), members of the public, and those with professional interest in the region. This helps create an informed cadre of people who will participate in employment or programs related to the MENA region. Recent research in pedagogy helps point toward preparing students for demanding workplaces, while technology demands critical media literacy and understanding.

The Title VI NRC program is an essential conduit between university scholarship and classroom teachers. NRC-MENA hosts hundreds of teachers each year free of charge, and provides teaching resources and access to world-class, specialized knowledge of direct interest to their work. NRC-MENA at GU views education outreach in a global context, leveraging the academic expertise of the GU faculty, as well as an array of co-sponsors, to bring the broadest perspectives to our goal of meeting educators' needs for current content knowledge while remaining cost-effective.

3C.2 FLAS: Addressing National Need. FLAS Fellowships are awarded in all four critical languages. Of the 40 fellowships awarded during the last 4 years, 29 were awarded for Arabic, 5 for Persian, 4 for Turkish, and 2 for Hebrew. These FLAS awardees now work as foreign service officers (Turkey and Jordan), and for the Department of Defense, International Organization for Migration, Center for Strategic and International Studies, and defense contractors such as Lockheed Martin. 1 is a military veteran, and 7 are pursuing further education: 6 PhDs (4 at GU) and 1 JD. The FLAS awardees come from a range of disciplines, including area studies, international affairs, history, theology, language and literature, and security studies. 75% of the recipients were in programs in the SFS, which engages students in debates on critical issues in their regions of study and in global affairs and prepares them for future careers related to the MENA region in areas of national need.

3D. Post-Graduate Employment, Education, and Training in Areas of National Need. The U.S. Department of State continues to be the top employer of graduates of the 8 SFS master's programs. From 2015-2017, 1 in 4 graduates went on to support the U.S. government through employment in federal, state, local, and military roles. For all GSFS graduates, 92% of the class of 2017 was employed (as of April 2018) and 4% are pursuing additional education. Table 3D.1

Table 3D.1 2017 job placements by sector Grad SFS vs. APSIA		
	GU	APSIA
Public	34%	30%
Private	36%	37%
Nonprofit	24%	27%
Multilateral	6%	6%

shows 2017 employment rates by sector and in comparison to graduate placement rates from the Association of Professional Schools of International Affairs (APSIA). Table 3D.2 shows the job placement of GSFS graduates in areas of national need, not including education or business.

Recent graduates of MAAS, who constitute the majority of graduate students in the NRC-MENA, found employment with the U.S. government, U.S. military, defense contractors, multilateral organizations, think tanks, and non-profit organizations. 4 are pursuing PhDs. Overall, the percentage of MAAS alumni who pursue PhDs is over 20%, the highest among GSFS programs.

To increase graduate placement in areas of need, GU's career centers hold a working group that focuses on government hiring, trends and recruiting initiatives. Each career center at GU also employs a veteran trained to coach other vets in the career process.

Table 3D.2
GSFS Placement in Areas of National Need

Class of 2015		
Serving U.S. National Need	% of all Employed	% of all Class
143	42.3%	36.6%
Class of 2016		
Serving U.S. National Need	% of all Employed	% of all Class
184	50.7%	47.4%
Class of 2017		
Serving U.S. National Need	% of all Employed	% of all Class
152	42.3%	34.2%
Class of 2018		
Serving U.S. National Need	% of all Employed	% of all Class that has Responded so far
52	59.1%	46.0%

The SFS Graduate Career Center (GCC) has created a staff position solely to encourage and support BSFS student career paths in government, non-profits and multilateral organizations. GCC staff have certifications in Federal Career Coaching and Federal Resume Coaching and have enhanced collaborations with the Partnership for Public Service and GovLoop. Other

efforts include: workshops focusing on careers in national security and intelligence; site visits to government organizations; participation in APSIA training programs and working groups focused on government careers and hiring; weekly working groups for students and alumni focusing on USAJobs and Federal resumes tips; trainings on the SF-86 form and security clearance process; regular meetings with the Department of State Diplomat in Residence.

4. COMMITMENT TO SUBJECT AREA

4A. Operational Support. Important institutional support has transformed MENA language and area studies offerings at GU in the last 5 years. The Center for Jewish Civilization (CJC) has raised a \$21 million endowment to fund new faculty, visiting Israel-studies faculty, visiting scholars, and courses on Jewish civilization and culture. Persian teaching and extracurricular activities are supported by new funding and a prospective endowment. Partnerships with the Scholar Rescue Fund has brought a professor from Syria to teach area studies and language content courses. New minors in Persian and Turkish were approved. A new Full-Time Non-Tenure Line (FTNTL) contract has made 4 teaching professors of Persian, Turkish, and Hebrew full-time employees and covers the beginning, intermediate, and some of the advanced language offerings required at the university in these languages. Post-advanced courses (beyond third year) in Arabic are taught by tenure-line professors or FTNTLs with PhDs. Post-advanced courses in the other MENA languages are offered as needed. GU MENA language students are tested at the end of each year to gauge language achievements according to established benchmarks for each level.

GU provides over \$17million in operational costs (see Table 4.A), which include distinct physical spaces on the GU campus in Washington DC as well as the campus at SFS-Q.

Table 4.A Operational Costs

Operational Costs AY2016-17	
Type of Institutional Support (SFS, SFS-Q, AIS only)	Amount \$
Faculty Salaries & Fringe*	10,719,357
Library Salaries & Fringe	180,000
Educational Outreach	27,148
Operational Costs (non-payroll + admin comp)	3,757,184
Grad Student Financial Aid (incl. Lang Scholarships)	2,660,399
Faculty Grants	250,000
Total Institutional Support	17,386,940
*\$5,212,089 of this is for core NRC-MENA component faculty	

4B. Support for Teaching Staff. GU employs over 100 faculty with expertise on the MENA languages and region. There are currently 24 tenured or tenure-line faculty, 17 FTNTL faculty, 13 Teaching Associates (PhD candidates), 6 Visiting Fellows, and 38 adjuncts teaching courses with 100% MENA content at GU. An additional 16 faculty teach at GU-Q, with even more MC faculty teaching there on a semester basis. Additionally, many of the faculty relevant to the NRC-MENA programs hold joint appointments in their respective disciplinary departments, and across schools at GU.

The NRC-MENA values hosting visiting faculty from the region to teach classes, present lectures, advise students, and conduct research. CCAS annually hosts two post-doctoral fellows who each teach a course related to the region, and the Government Department hosts an annual visiting Israeli professor, who is affiliated with the CJC. As mentioned in 2A.2, the university also provides grants for teaching faculty to conduct research and participate in conferences, and the Provost gives research fellowships to junior faculty prior to their tenure review.

4C. Library Resources. GU Main Campus Libraries' (MCL) contain over 130,000 volumes, 180 periodical subscriptions, 300 print and electronic newspapers, and almost 1000 holdings in audio-visual materials related to the study of the MENA, Islam, and the Islamic world.

Expenditures on MENA and Islamic materials in Arabic, Hebrew, Persian, Turkish, and western languages is approximately \$175,000 of the \$7.1 million materials budget for MCL. Another \$175,000 is specifically designated to staff who focus on the acquisition and cataloging of materials on the MENA and Islam in vernacular languages.

4D. Linkages with Institutions Abroad. GU's Office of Global Education (OGE) has established study abroad programs in Amman, Doha, Tel Aviv, Jerusalem, and Rabat. These programs attract, on average 35-40 undergraduate students per year. Students can study abroad during the academic year or summer. AIS, in partnership with the American Center for Overseas Research (ACOR) and the Qasid Institute, holds a summer Arabic program in Amman, Jordan. GU also maintains a campus in Doha, GU-Q, which offers a BSFS degree, as well as executive and professional education and custom training programs, and has grown from 25 students at its founding in 2005 to serve approximately 250 undergraduate students.

GU-Q adds opportunities for faculty exchange and shared research projects that directly relate to the MENA region. GU-Q is home to the Center for International and Regional Studies (CIRS), which has partnered with CCAS for joint conferences and publications. Additional initiatives include a partnership between CCAS and Dar Si Hmad, a development organization in Morocco, in summer 2015, which provided a group of MAAS students with either Arabic or Tashelhit instruction and hands-on experience with the organization's development projects.

4E. Outreach Activities. The NRC-MENA commits resources and expertise to K-14 outreach to promote understanding of the MENA region for educators in the Washington, DC metropolitan area and beyond. In addition to financial support from Title VI, GU departments and centers use university resources for speakers, location costs, technology, associated overhead, travel and transportation, and catering expenses.

4F. Qualified Students. GU provides a significant amount of support to students in departments related to the NRC-MENA. For 2016-17, GU awarded \$2,660,399 in scholarships to graduate students. This number includes language study scholarships, which the GSAS provides to all graduate students studying undergraduate-level languages for the purpose of improving language abilities and developing research skills. At GU, nearly all of the language instruction is undergraduate level. For 2016-17, GSAS awarded \$728,784 in scholarship aid to allow students to study MENA languages at no cost.

GSAS gives AIS 4 annual fellowships to provide PhD students with full tuition and a teaching assistantship for 5 years, and CCAS receives the equivalent of 20 full tuition scholarships (\$749,594 for 2018-19) and one stipend for to a top candidate. CCAS supplements this with over \$200K in endowed scholarships and continues to fundraise for scholarships in order to ensure that the MAAS program attracts the most qualified candidates for admission.

SFS awards summer grants (up to \$4,500) for graduate students to pursue internships or conduct research abroad. In 2018, SFS awarded \$400K for summer opportunities, and some GSFS programs provided additional financial support. Students pursuing MENA-related research or internship opportunities received approximately \$60K total for summer 2018.

5. STRENGTH OF LIBRARY

5A.1 Strength of Library Holdings. The GU library collection has benefited from many years of systematically collecting materials on MENA region and is part of the Library of Congress (LOC) Middle East Cooperative Acquisitions Program. Over 130,000 of the Main Campus Libraries' (MCL) 3.8 million volumes relate to the study of the MENA, Islam, and the Islamic world. Approximately 88,000 volumes on the region are in western languages, 48,000 are in Arabic, more than 1,700 in Turkish, over 300 in Modern Hebrew, and 500 in Persian. At least

180 out of the more than 11,000 MCL periodical subscriptions focus specifically on the MENA, Islam, and Judaic studies, with ⅓ of these in Arabic. In addition to the print materials, MCL houses over 500 titles in microformat on the MENA and Islam, with an emphasis on U.S. and British documents on the modern history and politics of the region.

Subject-specific databases available through GU Libraries that lend support to MENA and Islamic studies in the areas of international relations and economics are Columbia International Affairs Online, Oxford Analytica, and Business Monitor International Research. Digital collections of documents include Foreign Office Files for the MENA, 1971-1981 and various AP Collections Online. MCL holds over 300 Arabic and subtitled feature films and approximately 500 documentary films about the region. These are regularly accessed by faculty in classes, public affairs programming for public screenings, and students for edification and research. Over 100 audiotapes and videos of primary sources are held by the MCL. Special Collections at GU are particularly strong on the Arabian Peninsula and Turkey, including papers and oral histories of U.S. diplomats with MENA experience.

5A.2 Institutional Support for the Library. Approximately 2.5% of library expenditures are spent on materials and staff support related to the MENA region. See section 4C for details about financial support for the library.

5B.1 Student Access. GU's Main Campus Libraries belong to the Association of Research Libraries, the Association of Jesuit Colleges and Universities, the Washington Research Library Consortium (WRLC), the Northeast Research Library Consortium, and the Chesapeake Information and Research Library Association (CIRLA). GU also participates in the Online Computer Library Center (OCLC) Reciprocal Faculty Borrowing Program with about 200 research libraries across the United States. MCL is a founding member of the Middle Eastern

Microform Project, a cooperative project based at the Center for Research Libraries. Membership in these consortia offers access to millions of additional resources for students and faculty.

Interlibrary loan is available to faculty and students at no charge.

5B.2 Public Access. The Main Campus libraries are open to the public and are ADA compliant.

Students currently enrolled in an institution that participates in either the WRLC or the CIRLA are entitled to borrowing privileges at GU at no cost. Similarly, faculty members that teach at an

WRLC, CIRLA or OCLC institution may

also utilize and borrow from the MCL.

Students and faculty not associated with

institutions that participate in the

aforementioned consortia may obtain special

borrower privileges for a small fee. As MCL

is a selective depository for U.S. government

documents, local area residents may request a

Government Documents Only borrower's

access to these documents.

6. QUALITY OF NON-LANGUAGE

INSTRUCTIONAL PROGRAM

	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Total
Anthropology		1						1
Arabic	7	8		7	6		6	34
Arab Studies	10	11		10	17		10	58
Business Admin.		1			1	1		3
Cult,Comm,Tech	1							1
Culture & Politics	2	4	1	2	2		1	12
Government	1	4	1	5	1	2	3	17
History	12	17	2	12	15	3	13	74
Intl. Affairs	9	11		7	12		7	46
Intl. Politics	1	1	1	2	1	2	2	10
Jewish Civilization	4	6		5	6		6	27
Law	1			1				2
Linguistics		1						1
Liberal Studies	1							1
MS Foreign Service	2	2		2	1		2	9
Russ/Eur Studies							1	1
Security Studies	3	4	2	4	3	2	5	23
Women&Gender	1	1	1		1	1		5
Total by semester	55	72	8	57	66	11	56	325

6A. Quality and Extent of Course Offerings. Although GU has a smaller student body than most large research I or public universities, we offer a considerable breadth and depth of courses in the MENA area. The largest, and most well-known departments that house MENA-focused faculty are in GC's Departments of AIS, History, Theology, Anthropology, and Government, and the SFS's CCAS, ACMCU, and CJC. However, other MENA faculty and courses are found

in the ISD, the SSP, the NHS, the Berkeley Center, the Communication, Culture, and Technology Program, the MSB, SCS, and the Law School.

For AY 2017-18 (including summer), GU offered 135 non-language courses with 100% content related to the MENA, and approximately 200 additional courses with at least 25% regional content. These courses are offered in more than 20 departments at GU (listed above). Table 6A shows each department or program offering MENA-related courses, as well as the number offered each semester, thus showing both the variety and extent of MENA-specific courses at GU. For the full list of courses offered with 25% or more MENA content, see Appendix 2.

6B. Depth of Specialized Course Coverage in One or More Disciplines. Although History has the largest number of 100% MENA course offerings because of its multiple sections of ME History I and II, CCAS offers the most unique (single-section) courses.

As an area studies program, Arab Studies is interdisciplinary and offers a depth of specialized coverage across disciplines with core faculty from a variety of disciplinary backgrounds. From Fall 2016 to Fall 2018, Arab

Table 6B. Arab Studies Courses by Discipline, Fall 2016-Fall 2018	
Politics	14
Anthropology	10
Interdisciplinary	9
History	3
Literature	2

Studies offered 38 different courses. Table 6B shows the disciplines of these courses, with 14 (37%) political science courses and 10 (26%) anthropology courses. 9 (24%) of the courses are interdisciplinary and include topics such as Understanding the Arab World, the new undergraduate certificate core course. Other interdisciplinary courses include Refugees in MENA; History/Politics of Iraq; Understanding Politics through Literature; and the Arabian Peninsula.

For AY 2017-18 alone, GU offered over 35 courses across departments that focus on politics of the MENA, such as the Israeli-Palestinian conflict, Foreign Policy of the MENA,

Security Issues in the MENA, The US and Iran, the Arab Spring, Politics of Syria, Politics of N. Africa, Rebuilding Yemen, South Sudan, the Iran Nuclear Deal, the Government/Politics of Turkey, Comparative Politics of the MENA, Intl. Relations of the MENA, and Islam and Politics. The History Dept. also offers numerous courses related to the MENA; 6 tenured MENA faculty and additional PhD teaching associates, MENA history topics cover gender and Islamic law, social history, Christians in the ME, Israel/Palestine, the ME after World War I, and Imperialism in the ME.

6C.1 Teaching Faculty. Of the 135 non-language courses offered with 100% MENA content in AY 2017-18, 72 are taught by full-time faculty focusing the majority of their research and teaching on the region. In addition, 14 are taught by full-time faculty at GU-Q, 9 by visiting fellows, 5 by PhD students, and 35 by adjuncts, many of whom are practitioners with experience and expertise directly related to the MENA. The faculty are housed across departments (See 6A).

6C.2 Pedagogical Training for Instructional Assistants. GU's CNDLS (see 2A.2) supports curriculum development and provides pedagogical training for GU faculty and staff. CNDLS' annual TLISI (see 2A.2) provides instructional assistants the opportunity to explore strategies for excellence in teaching and learning. CNDLS also offers the Apprenticeship in Teaching (AT) Program to help graduate students be more reflective and skilled teachers aware of the research on teaching and learning in higher education, and to familiarize themselves with pedagogical best practices through workshops and trainings designed to enhance their preparation for college teaching.

6D. Interdisciplinary Courses for Undergraduate and Graduate Students. GU continues to develop new interdisciplinary programs and courses at all levels to better prepare students to deal with key, cross-cutting issues. As such, GU offers many classes open to undergraduate and

graduates that cross disciplines and involve significant MENA content but are not focused exclusively on the region, such as Islam and Democracy; Authoritarianism; Terrorism and Counterterrorism; Oil and World Power; Disability and Culture; and Islam, Culture, and Bioethics.

Non-language courses with 25% or more MENA content are available to students at all levels.

Table 6D shows the number of courses offered at

Table 6D. 25%+ MENA content courses by level*			
	011-349 (UG only)	350-499 (UG + master's)	500-799 (grad only)
2016-17	68	59	46
2017-18	60	66	55
*Courses numbered 011-349 are exclusively for undergraduate students; those 350-499 are open to undergraduates and master's students; and 500 and above are for master's and PhD students.			

GU during the past two years with MENA content. For the 2017-18 academic year, 126 courses were available to undergraduate students; 121 were available to master's students, and 55 courses were available to PhD students.

7. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

7A. Instruction in MENA Languages and

Enrollments. GU offers instruction in four languages of the MENA region: Arabic (Modern Standard and some dialects), modern Hebrew,

Table 7A.1 2017-18 Enrollments by Language				
Language	Undergrad	Grad	Summer non-GU	Total
Arabic	630	126	10	766
Hebrew	23	7	0	30
Persian	60	13	10	83
Turkish	34	20	0	54

Persian, and Turkish. GU has a long history of providing MENA-related language training to students. Arabic language classes have been offered at GU since 1949; Hebrew was first offered in 1976; Turkish was offered on GU's Main Campus starting in 1998; and Persian was first offered in 2006 through the support of Title VI. These languages are offered through the Department of AIS, one of the oldest and most respected Arabic programs and the only free-standing department of Arabic in an American university; the Division of Eastern Mediterranean Languages, a unit of AIS; and the CCAS.

GU's courses in Arabic, Hebrew, Persian, and Turkish number approximately 110 per year, with nearly 950 students enrolled. Table 7A. shows the

Table 7A. Enrollment in Arabic, Hebrew, Persian, Turkish				
	Total	Undergraduate	Graduate	Non-GU Summer
Fall 2016	456	363	93	N/A
Spring 2017	358	282	76	N/A
Summer 2017	78	53	0	25
Fall 2017	463	371	92	N/A
Spring 2018	396	325	71	N/A
Summer 2018	74	51	3	20

enrollments in each of the four languages during the last 2 years. For AY17-18, 747 undergraduates enrolled in these language courses, which is 14% of the undergraduate population at GU's COL and SFS. GU's Summer Arabic and Persian Language Institute, housed in GU's SCS, enrolled an additional 25 non-GU students in 2017, and 20 non-GU students in 2018. These non-GU summer students include undergraduate and graduate students, as well as high school students. In summer 2018, two of the students enrolled in Arabic classes were high school students. Table 7D.1 shows the enrollments from 2017-18 by language.

7B. Levels of Language Training Offered and Disciplines Covered. Arabic, Hebrew, Persian, and Turkish are all currently offered at the beginner, intermediate, and advanced levels, and all

Table 7B. # of Languages offered by level AY17-18					
	1st	2nd	3rd	4th	5th
Arabic	17	16	11	7	3
Arabic (GU-Q)	5	6	7	5	3
Hebrew	2	2	3		
Persian	4	4	3	2	
Turkish	2	2	2		

languages have offered fourth-year language classes during the past few years. Arabic regularly offers five levels of Arabic. Table 7B. shows the number of courses offered per level in each language for 2017-18. Some courses are intensive, six-credit courses that meet four to

five times per week for six hours total, while others are three-credit courses that meet once or twice per week.

Arabic. GU is known for its high levels of Arabic language instruction. Arabic is offered at five levels, with the first three (beginner, intermediate, and advanced) taught as intensive courses.

Students can enroll in supplemental language courses, such as Spoken Arabic and Media Arabic. 4th and 5th-level Arabic includes courses conducted in Arabic with all assignments and classroom discussions in Arabic on topics such as Arabic Drama, Grammar Through Poetry and Song, Short Stories of the Maghreb, Modern Arabic Poetry, and Prison Literature. Courses in topics outside of language and literature include Advanced Reading/Writing, Map of the Arab World, Business Arabic, Syrian Revolution, and Women's Movements in the Arab World. A new course in Fall 2018 is Academic Topics in Arabic, in which students will gain the vocabulary and skills necessary to coherently and intelligently discuss issues related to contemporary issues. Additional course offerings in AIS include courses conducted in English but with substantive readings in Arabic that require post-advanced proficiency. Examples include 1001 Nights, The Arab Novel, Revolutionary Culture, War and Migration in ME Literature, and Islamic Legal Theory.

In MAAS, all faculty are proficient in Arabic and, on occasion, provide supplemental Arabic readings. For example, Dr. Joseph Sassoon, who teaches politics and history courses, requires students to read excerpts in Arabic for his Political Memoirs course in order to better understand the military, political parties, and economies of modern Arab republics.

GU-Q offers a variety of post-advanced Arabic language courses, such as Arabic Gulf Literature and Arabic Formal Writing, all of which are available to Main Campus students who study abroad in Doha. GU-Q offers three levels of Modern Standard Arabic for Arabic heritage speakers, a path-breaking initiative with the goal of helping students of Arab background achieve reading, writing, and cultural proficiency in their native language.

Hebrew. GU currently offers three levels of modern Hebrew: beginner, intermediate, and advanced. The beginner section, previously a 3-credit course, became a 6-credit course in 2014.

GU also occasionally offers advanced literature or language courses.

Persian. GU currently offers four levels of Persian and is one of the only universities in the nation that has been able to consistently offer three levels of Persian. Beginner and intermediate Persian are intensive. For fourth-year Persian, students may take Persian Media:

Translation/Interpretation, a content course taught on Iranian Cinema and Culture, or an independent study to further develop their Persian language skills. Additionally, GU will pilot Persian for Arabic speakers in Fall 2018 to meet the needs of the many native and non-native Arabic speakers who wish to study Persian but who already know the script.

Turkish. GU currently offers three levels of modern Turkish and is one of the few universities in the United States that is consistently able to do so. Beginner Turkish is intensive; intermediate and advanced Turkish classes meet for three hours per week. Fourth-year Turkish classes, such as Media Turkish and a Skype practicum, have also been offered, as well as Ottoman Turkish, which is offered on an ad hoc basis to advanced students for research purposes.

GU has numerous opportunities for students to develop their language skills outside the classroom as well. AIS and CCAS offer regular academic lectures in Arabic, and students in both programs have formed conversation groups to practice MSA and colloquial Arabic. For Hebrew, there is a weekly Hebrew conversation coffee hour for students, and the Hebrew classes participate in at least two cultural events every semester, such as film screenings and musical events. The Persian Program hosts a “Persian Corner” throughout the semester, where students and faculty chat in Farsi, read poetry, listen to music, and play traditional Persian games.

7C. Faculty Resources and Pedagogical Training for Performance-Based Teaching.

Beginner, intermediate, advanced, and some 4th-year Arabic language courses are taught by 6 FTNTL faculty, 2 adjuncts, and 2 PhD Teaching Associates. Additional language, literature, and Islamic Studies courses either in Arabic or utilizing Arabic materials are taught by 6 tenure or tenure-track faculty in AIS. One of the FTNTL Arabic professors came to GU from Syria in 2015 as part of the Scholar Rescue Fund, and GU offered him a three-year appointment as FTNTL faculty after his 2-year term ended. His courses, offered at the 4th and 5th-year levels, are conducted entirely in Arabic. All 3 levels of Hebrew language classes are taught by 2 FTNTL faculty. Beginner Persian and the new Persian for Arabic speakers is taught by a FTNTL faculty member, and the other levels of Persian are taught by two adjunct professors. Turkish language classes are taught by one FTNTL faculty member and one adjunct professor, though additional adjuncts are hired to teach post-advanced or special courses, such as Ottoman Turkish. Nearly 70% of the MENA language courses offered at GU are taught by a full-time faculty member.

These language faculty have participated in pedagogical training for performance-based teaching. In April 2016, the AIS held a four-day ACTFL OPI training workshop for all of its language instructors. AIS faculty use the ACTFL Modified Oral Proficiency Interview as the primary tool for assessing the proficiency of undergraduate and graduate students. Following the ACTFL workshop, two of the language instructors participated in further training and evaluations to become certified ACTFL examiners. Dr. Sylvia Onder, the Director of the Turkish Language Program, participated in the American Association of Teachers of Turkic Languages (AATT) Conference on “Challenges and Opportunities in Teaching Turkic Languages and Literatures” which was held at GU in November 2017. Ms. Farima Mostowfi, Director of the Persian Language Program, regularly participates in American Association of Teachers of

Persian (AATP) workshops that offer teacher training and curriculum development. Furthermore, many of the language faculty participate in the CNDLS' annual TLISI (see 2A.2) at GU, and several language faculty have received Doyle fellowships to redesign their undergraduate courses, including Ghayda Al-Ali in AIS in 2016-17.

7D. Quality of the Language Program

Performance-Based Instruction. GU students studying Arabic, Hebrew, Persian, and Turkish are expected to communicate effectively and to utilize their knowledge and skills to cope with authentic texts and situations. In order to monitor students' progress towards these goals, AIS implemented standardized achievement tests starting in 2016 to measure students' progress in beginner, intermediate, and advanced Arabic. These are administered in addition to the online placement exam for those who studied Arabic outside GU. By standardizing the exams, AIS is able to more accurately place students in a suitable language level and encourage students to continue taking Arabic courses, ultimately graduating with higher levels of Arabic proficiency. MAAS also began administering entrance and exit Arabic exams for all of its graduate students. This data showed that students who did not continue taking Arabic language classes after passing the proficiency exam often graduated with a lower level of Arabic, so starting in Fall 2018, the MAAS program will require all students to take at least one Arabic language course, or a course that uses Arabic materials, at least once per year. For Hebrew, the language curriculum has been completely revamped with emphasis on getting students to reach a useable level of Hebrew language knowledge, and the two Hebrew instructors have implemented a system for testing students for placement and proficiency.

Adequacy of Resources. GU's Language Learning Technology (LLT) Center provides a variety of materials, services, and consulting support that promote the integration of technology into

foreign language teaching and learning. Language instructors who have made use of these resources include Farima Mostowfi, who created audio-visual materials for her Persian classes; and Sylvia Onder, who connected her beginner Turkish class to native speakers in Turkey and created handouts for the conversation sessions. The MAAS program also developed a study guide to help rising intermediate and advanced Arabic students hone their Arabic grammar skills.

Language Proficiency Requirements. Proficiency exams in Arabic, Hebrew, Persian, and Turkish are offered in November and April of each year. The proficiency exam is a 30-40 minute Oral Proficiency Interview (OPI) with a reading comprehension component. Students must complete three years of the language in order to take the exam and must get a score of Advanced Low on the ACTFL scale to pass. For the MAAS program only, students must get a higher score (Advanced Mid), and they also must pass an additional written exam that tests grammar, reading comprehension, and writing, and is administered at the end of each semester. On average, GU administers over 100 proficiency exams per year in Arabic, Persian, Hebrew, and Turkish.

8. QUALITY OF CURRICULUM DESIGN

8A. Undergraduate Instruction Related to MENA. Curriculum changes in recent years have helped GU continue to provide the necessary foundational learning while also ensuring that students acquire global knowledge in language and area studies. All undergraduates at the university must take two Engaging Diversity courses, one domestic and one global. This requirement prepares students to be responsible, reflective, self-aware and respectful global citizens. In 2017-18, SFS established Centennial Labs, cross-curricular and experiential classes built around an idea or challenge in a real community. Students work with professors across disciplines to learn theories critical to understanding the situation. Several of these labs have a

global field component, such as Development/Displacement in the Arab World, piloted by two CCAS faculty, took a group of 14 undergraduate students to Jordan during spring break 2018.

All undergraduates in the SFS must pass a foreign language proficiency exam prior to graduation. For the MENA region, proficiency exams testing competency in speaking and reading comprehension are available in Arabic, Hebrew, Persian, Turkish, and Kurdish. The goal is to prepare students for professional discussions in a modern language other than English that occur in public, private and non-profit sectors of international affairs. Students are required to study global history distributed over three courses, a general introductory survey and two regional survey courses. In AY17-18, undergraduate enrollments in courses related to MENA (more than 25% content) totaled 4,658. Additionally, students have the option of pursuing several majors, minors, and certificates centered on MENA studies or languages. GU's emphasis on quality education is achieved in part through small class sizes (averaging 15) and a student-to-faculty ratio of 11:1.

BA in Arabic: Students in this program take a minimum of 120 credit hours (38 courses), including 12 foundational courses (2 each in Humanities and Writing, Theology, Philosophy, Math/Science, History, and Social Sciences) and 12-14 courses in Arabic, including 2 two-semester sequences of intensive language instruction in the first and second year and 4 semesters at the third level in instructional and media Arabic. Arabic majors must complete core courses in spoken Arabic, Intro to Islamic Civilization, and a capstone course, and must also complete an oral proficiency interview (OPI) each April. The goals of the major are to train students who can produce written and oral work that analyzes and narrates current topics in a culturally informed way and with the necessary tools to grapple effectively with Arabic-language scholarship. The Arabic major has been offered at GU since 1949, when Arabic was first taught at GU.

BSFS in Regional and Comparative Studies (RCST): All BSFS students must complete a minimum of 40 courses, 120 credits, SFS Core requirements (1st year Pro-seminar, Government, History, Economics and Map of the Modern World), and University Core requirements (Theology, Philosophy, Writing, HALC and Engaging Diversity). The RCST interdisciplinary major fosters regional understanding through intense study of its languages and cultures and allows students to gain valuable expertise and skill for a globalizing world. With support from a dean or faculty mentor, students identify a major theme in the MENA (or other) region and propose a course list to enable a comprehensive multi-disciplinary study of the selected theme.

Minors in Arabic, Hebrew, Persian, and Turkish (AIS): Minors must take 6 courses. For Arabic and Turkish, students must take language courses, as well as an area studies course; for Persian and Hebrew, the certificates are for language only. As mentioned in 3A.1, there has been an increase in the number of BSFS enrollments in these minors due to recent curricular changes in spring 2016 that allowed BSFS students to declare minors in languages.

Arab Studies Certificate (CCAS): This interdisciplinary undergraduate certificate in Arab Studies provides the student with the opportunity to study the language, history, politics, economics, society and culture of the Arab world within the framework of his or her disciplinary major. The program's goal is to give a regional focus to a liberal or professional education, and in addition to courses from the above disciplines, students must take 4 semesters of Arabic or pass an Arabic proficiency exam. To complete the Certificate, students are required to write and present a research paper on the Arab world.

Muslim-Christian Understanding Certificate (ACMCU): Students pursuing this certificate must choose 2 foundation courses from history, theology, or anthropology/literature as well as 3 elective courses related to Islam and Muslim-Christian relations. Students must also complete a

“Capstone Course” that correlates with the student's research and writing of a final paper on Islam and Muslim-Christian relations.

Jewish Civilization Certificate (CJC): Students must take the gateway course “Introduction to Jewish Civilization,” as well as the “Senior Colloquium” with a required senior essay and presentation. Students must also take 4 relevant elective classes chosen from the humanities, social sciences, and Hebrew language courses.

8B. Training options for graduate students from a variety of disciplines and professional fields. The graduate programs are a strength of the NRC-MENA. Anchored by MA and PhD degree programs in AIS and by the MA in Arab Studies, GU also offers multiple dual degree programs across departments and professional schools, and a graduate certificate program in Arab Studies.

MA and PhD in AIS: With concentrations in either Arabic literature, Arabic linguistics, or Islamic studies, each student will also have 2 minor concentrations from among the following: Arabic literature, Arabic linguistics, Islamic Studies, linguistics, Arab Studies, modern or classical history and thought, modern Islam, or other related fields. The PhD requires written and spoken knowledge of Arabic, a European research language, and another language relevant to the study of Arabic or Islam, and students must demonstrate proficiency in all of these in addition to passing comprehensive exams and defending their dissertations. Candidates for the MA in AIS take 12 courses totaling 36 credits: 11 program courses (8 in a major concentration and 3 in a minor concentration) plus 1 MA research course. PhD candidates are expected to complete 54 credits/18 graduate courses from the AIS lists, including 10 in the major concentration and 5 in each of 2 minor concentrations. A master's in a related field changes the requirement to 36 credits/12 courses.

MA in Arab Studies: The MAAS program provides an interdisciplinary framework for students who seek to pursue higher education, or careers in government, public, non-profit, educational, business, or private sector. An average of 30 students each year enroll in the 2-year interdisciplinary program and focus on 1 of 5 concentrations: Culture and Society, Development, History, Politics, and Women and Gender. Of 12 courses required for the degree, each cohort takes the required history and theory courses, and an additional two required core courses in their concentration, four courses from ARAB, ARST, or HIST, and four electives. The remaining four are electives. Students must pass Arabic oral and written proficiency exams at the level of Advanced Mid on the ACTFL proficiency scale in order to graduate. Starting in 2018, students will be required to take one Arabic course even after passing the proficiency exam. Because of this new requirement, we seek funding in this proposal for teaching courses in post-advanced Arabic. The MAAS program has dual degree option for students pursuing PhDs in Government and History, BSFS, and the law school.

Graduate Certificate in Arab Studies (CCAS): This certificate is offered to both master's and PhD candidates. All students must take either the history or theory course required for the MAAS program (3 credits) and must complete an additional 4 courses (6 for PhD students) on the MENA region, half of which must be taken through CCAS. These are free electives chosen for the coherence and support they give to the student's academic and career objectives. Students must also take an OPI and receive an ACTFL score of Advanced Low to pass.

8C.1 Academic and career advising services. As discussed in 2A.3, all undergraduate and graduate students typically meet with a dean, faculty advisor or program coordinator each semester to discuss course options and ensure that academic requirements are being met. The academic advisor is typically the academic contact for students enrolled in respective certificates

programs as well. GU has multiple career centers on campus: professional and discipline-specific career services through the SFS GCC, the GSAS and COL Cawley Career Education Center, MSB/MBA Career Management, and the Law School's Office of Career Services. All of these career centers offer job search workshops, interview preparation, career counseling, career fairs, and the circulation of employment opportunities.

In SFS, students receive substantial academic and career support. There are 8 deans assigned to BSFS students. GSFS students receive substantive and tailored academic advising from their individual programs and have easy access to faculty. The graduate programs work closely with the SFS GCC to help ensure that students meet their career objectives. Many GSFS program staff, including the CCAS Assistant Director of Academic Programs, have participated in career coaching training and consult regularly with the GCC. In Fall 2017, the GCC held 127 career events and 913 coaching appointments. 70% of second year GSFS students attended a career event, 68% met with a career coach, and 85% utilized WalshWorks, where the GCC posted 2,257 jobs from 922 employers. See 3D for more details about the activities of the SFS GCC as they relate to national need.

8C.2 Formal arrangements for students to conduct research or study abroad. As mentioned in 4D., GU's OGE has 5 established undergraduate study abroad programs in the MENA region. Approximately 35-40 students participate each year. While there are no formal study abroad agreements for graduate students in the MENA region, CCAS worked with GU-Q to accommodate a graduate student in Doha for a semester. The student ultimately did not go for personal reasons, but we expect that other grad students may attend GU-Q in the future.

GU encourages graduate student research abroad and students related to the NRC-MENA have a strong record of taking advantage of such research opportunities. In 2016-17, 4 of the 13

GSAS dissertation grants awarded went to PhD students in History (2), AIS, and Government for MENA-related research. Additionally, GSAS awarded 10 research project grants in 2016-17; 2 of those went to MAAS students. GU’s Office of Global Services has streamlined its international travel authorization process, making it quicker and easier for students to travel abroad for study or research purposes using GU funding.

8C.3 Student access to other institutions’ study abroad and summer language programs.

Undergraduate students are encouraged to enroll in direct matriculation programs with which GU has formal partnerships. With prior approval, students may also study at non-partner institutions abroad and transfer the credits. Graduate students generally do not transfer language credits to GU and therefore have significantly more latitude when choosing language programs abroad. In the past 4 years, students have enrolled in language programs in Egypt, Israel, Jordan, Morocco, Lebanon, Oman, Tunisia, Turkey, and the West Bank. Funding for this study comes from FLAS and supplemental departmental funding. Because of the high Arabic proficiency standards for the MAAS program, CCAS provides language grants of up to \$5K for summer Arabic study, and CCAS staff correspond with and disseminate information about non-GU affiliated programs.

9. OUTREACH ACTIVITIES

Because of the interdisciplinary nature of NRC-MENA work, more than half of the education outreach and public events are co-sponsored with other departments on campus and institutions off campus. Starting in 2014, we co-sponsored NRC-MENA outreach events with 21 other university departments or outside institutions (See Table 9).

Table 9: Co-sponsors of Outreach and Public Events

<p>Sultan Qaboos Cultural Center; Arthur M. Sackler Gallery of Art; Smithsonian Freer Gallery; Fund for the Future of Our Children; World Affairs Council of DC; GMU Ali Vural Ak Center for Global Islamic Studies; GMU (MEIS); Walters Art Museum, Baltimore; Center for African Studies,</p>

Howard University; School of Education, Howard University; Middle East Outreach Council; Alwaleed bin Talal Center for Muslim-Christian Understanding; National Council for Social Studies; Religious Freedom Center in the Newseum Institute; World Artists Experiences; Institute for Middle East Studies, GWU; Middle East Policy Council; Qatar Foundation; Montgomery College Office of Advancement and Community Engagement; Montgomery County Department of Health and Human Services (training department); Textile Museum at GWU. On GU's campus, we have partnered with Campus Ministry, Department of AIS, African Studies Program, Center for Eurasian, Russian and Eastern European Studies, Department of History, Department of Anthropology, and the Institute for the Study of International Migration

During the 2014-2018 grant period the NRC-MENA conducted 4 summer institutes consistent with elementary, middle and high school curriculum and standards, and 40 day-long professional development workshops and seminars, with an average of 10 per grant year.

Table 9.1.a: Total NRC-MENA Teacher Outreach Events

NRC-MENA Workshops & Institutes	2014-15	2015-16	2016-17	2017-18	Total
Attendance	323	534	789	292	1938
Number of events	9	12	11	8	40

In addition, Dr. Douglass and GU students also responded to requests to offer lectures and workshops in schools and other institutions.

Table 9.1.b Total Staff/Faculty/Student Lectures/Workshops in K-12 Schools/Institutions

Direct Outreach to Schools & Institutions 2014-2018	2015-16	2016-17	2017-18	Total
Attendance	665	794	257	1716
Number of events	11	13	8	32

The multiplier effect of these events is tremendous. More than a third of attendees teach between 100 and 200 students per year, a fifth teach more than 200, and over a third teach between 20 and 100 students per year, giving a potential reach of over 10,000 students—and that does not account for the continued effect educators have over multiple years in teaching on a topic about which they learned. According to attendees self-reporting on their intent to share information and

resources with colleagues, the multiplier effect reaches to more than 7000 educators; plus there is an additional impact of teachers accessing our materials online. In addition, NRC-MENA supported 7 curriculum projects.

Table 9.1.c Curriculum Units Created as Part of NRC-MENA Education Outreach

NRC MENA Curriculum Projects 2014-2018	Year
HUSOE children's literature lesson plans	2015
Cotton in the Global Economy: Mapping Material Culture through Indian Ocean Trade	2017
Religious Freedom Center/Newseum Institute C-3 social studies framework	2017-2019
Companion Lessons & Supplementary Learning for the classroom: The Sultan and the Saint (Documentary Film)	2018
Global Curriculum Fellowship to create global education electives course syllabi for DCPS	2018-2019
Al-Mutanabbi Street Starts Here (literature and graphic arts lessons)	2017-2018
Teaching Module on Political Islam	2017-2019

10. FLAS AWARDEE SELECTION PROCEDURES

10A. FLAS Selection Plan. The NRC-MENA requests 7 graduate and 3 undergraduate FLAS Fellowships for the academic year; and 7 summer FLAS Fellowships for undergraduate and graduate students. Currently, the NRC-MENA only offers FLAS Fellowships to undergraduate students for the summer, but we hope to expand this to include AY for 2018-2022 in an effort to increase undergraduate enrollment in MENA-related language and area studies courses and interest in the region.

To be eligible, students must be enrolled full-time and must have attained intermediate or advanced proficiency in a FLAS language by the beginning of the award period. Students who are native speakers are discouraged from applying and are not awarded FLAS. These criteria ensure that FLAS Fellowships are reserved for the most dedicated language students who have demonstrated the interest in progressing to an even higher level. PhD students engaged in dissertation research or writing are only eligible for summer FLAS Fellowships.

In order to recruit a diverse pool of applicants, the NRC-MENA will advertise the FLAS competition on our website, send campus-wide emails, distribute email and paper

announcements to all eligible programs and departments, and host information sessions in the fall and/or early spring. We will also announce summer FLAS Fellowships to students at our MSI partner institutions and consider the applications of students at schools that do not receive FLAS awards. The CCAS Assistant Academic Director serves as the FLAS coordinator for the NRC-MENA and point-of-contact for all MENA FLAS inquiries.

In fulfilling the FLAS competitive priority for those demonstrating financial need, the NRC-MENA will consider need for all undergraduate applicants. Graduate students will be considered for need after the first year, as the process for determining need often disadvantages those who were employed prior to attending graduate school. Graduate students will be required to show an additional financial contribution from their home department for AY FLAS, and the NRC-MENA will give preference to candidates whose departments commit to paying the remainder of the student's tuition and fees for the academic year. As the FLAS award covers less than half of GU's tuition for the academic year, the NRC-MENA requests this institutional support from GU departments to allow students to fully focus on language acquisition and area studies. No additional financial contribution will be required for summer FLAS or for AY FLAS for undergraduate students, though we will encourage tuition-matching arrangements.

The recruitment process will begin in late fall and will continue until the application deadline. Students will apply for AY FLAS fellowships in February; awards will be announced in March/April. Application for summer FLAS awards will be due in March and awards will be announced in April.

10B. FLAS Application. To apply, students will be required to submit via the NRC-MENA website a FLAS fellowship application packet that includes an application form, a personal statement, academic transcripts, two letters of reference, and a letter of financial support from the

student's department (for AY FLAS grad students only). The application form will specifically request information about the student's career or academic goals and how the FLAS fellowship will contribute to the achievement of their goals.

To determine need, the NRC-MENA will require all GU applicants to have a Free Application for Federal Student Aid (FAFSA) on file through GU's Office of Student Financial Services (OSFS), which will determine the student's financial need based on expected student contribution and before considering other aid, such as scholarship(s) (criteria details in section 608(a) of the HEA and in 657.3 for the academic year and subsequently for the summer term). The NRC-MENA will then obtain students need calculations from OSFS to be used in the selection process.

10C. FLAS Selection Process. FLAS recipients will be selected on a merit basis while also considering need. The priority for the selection committee will be to choose students who demonstrate aptitude for language learning, academic excellence, and a dedication to studying the MENA region. Preference will be given to students who demonstrate an interest in pursuing careers in which they may employ their language skills and knowledge of the region. The committee will seek to award fellowships to students in a variety of degree programs and disciplines, and to students studying all 4 of the NRC-MENA's FLAS languages.

The committee will choose a short list of meritorious candidates of FLAS awards based on the aforementioned selection criteria. The number of students on the short list will be greater than the number of FLAS Fellowships. Once the committee has its short list, it will obtain student need calculations from OSFS and will consider financial need when finalizing the award selection. Those demonstrating the highest need among the short list of merit candidates will be

given preference. Those on the short list who are not awarded a FLAS fellowship will be placed on a waiting list for a fellowship.

The FLAS selection will be conducted by a committee composed of 3-4 members of the GU faculty and staff who possess expertise in one of the FLAS languages or in the MENA region. Potential committee members include FTNTL language faculty; tenured Arab Studies, AIS, or History faculty; and CCAS staff who have MENA expertise and language proficiency. The process will be managed by the CCAS Assistant Academic Director, who serves as the FLAS coordinator, and will be overseen by the CCAS Director, a tenured professor. The committee members will be given the students' application packets, an evaluation scale based on the selection criteria, and information about the selection process before reviewing applications. Once the decisions are made, applicants will be notified and the FLAS coordinator will work with the various units at GU to administer the award.

11. DEGREE TO WHICH PRIORITIES ARE SERVED

A table listing the proposed events and the relevant priority appears as Table 1A.1.

NRC Absolute Priority 1: The NRC-MENA provides diverse perspectives and a wide range of views by supporting Arabic, Hebrew, and Turkish language instruction and MENA area studies courses in security studies and politics covering the Arab world, Israel, and Iran. Public events (numbering 64 in the 2014-2018 cycle) covered MENA subjects from the perspectives of politics (15), economics (3), anthropology/sociology (10), literature (6), religion (4), history (7), the arts (10), and interdisciplinary topics (9). We will continue the same broad approach with our public event program in the form of lectures, workshops, seminars, roundtables, films, and performances.

NRC Absolute Priority 2: The NRC-MENA provides for teacher training activities in the MENA region. These events take place on GU's campus, off-campus as part of our Speakers Bureau, and on the campuses or institutions of our partner MSIs, CCs, and others.

NRC Competitive Preference Priority 1: The NRC-MENA has partnerships with two MSIs (HUSOE & VSUCOE) and Montgomery Community College to provide MENA area training for teachers. We support two other efforts to provide training and curriculum for CC faculty.

-NRC Competitive Preference Priority 2: Two distinct NRC-MENA programs involve collaborative activities with schools or colleges of education: partnership between the District of Columbia Public Schools (DCPS) to support teachers producing global curriculum; partnerships with HUSOE and VSUCE to host NRC-MENA workshops for pre-service and in-service teachers to support the integration of MENA content into their preparation, curriculum, and programs.

- FLAS Competitive Preference Priority 1: The NRC-MENA will implement a two-tiered process to award FLAS to undergraduate and graduate students who demonstrate both merit and need. The selection committee will choose a short list of candidates based on merit, and the final selection will take into account the students' demonstrated financial need as determined by FAFSA. (See Section 10B and 10C).

- FLAS Competitive Preference Priority 2: The NRC-MENA meets the Competitive Preference Priority by awarding 100% of its AY and summer fellowships in Arabic, modern Hebrew, Persian, and Turkish. All of these languages are considered priority languages by the U.S. Department of Education.

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Statement on Diverse Perspectives in Funded Activities

Georgetown University's NRC-MENA's proposed activities reflect the strategic importance of knowledge about the Middle East and North Africa (MENA) region to citizens of the United States. Our educational programs educate students; support faculty research, presentation and training; and encourage domestic and international collaboration and intellectual exchange. Our goal is to build student and faculty skills and knowledge, as well as open channels of discussion representing diverse perspectives on issues of concern to the United States and the MENA countries. Attendees at NRC-MENA events are exposed to speakers, research, and media on a wide range of topics and opinions in a collegial atmosphere that fosters the free exchange of ideas, supported by Georgetown University's Free Speech and Expression policy, which extends to faculty, students, and public events.

The NRC-MENA brings together faculty, students, experts and the public in a lively collaboration across disciplines and centers. Programs within the NRC-MENA include the Center for Contemporary Arab Studies, Department of Arabic and Islamic Studies (AIS), the Center for Muslim-Christian Understanding, the Center for Jewish Civilization, and the Institute for the Study of Diplomacy, in addition to many co-sponsoring departments and centers within Georgetown University and beyond for public and educational outreach programs.

NRC-MENA has supported an average of 16 public events each year of the last grant cycle. In 2017-2018, the events drew 1,520 attendees. The social media reach of the program multiplies in-person attendance significantly, and videos and/or podcasts of most of our events are available online. In the 2014-2018 period, 40 Education Outreach events were attended by 1,938 educators, who regularly engaged in lively discussions about how to enhance their students' critical understanding and skills. Direct outreach to schools and community institutions added 32 additional interactions with more than 1,500 educators. Workshop and institute topics in the Education Outreach and Public Events programs provide attendees with a diverse array of topic clusters that place the MENA within its global context and draw upon other world regions for comparison and scholarship on cultural exchanges. These topics include transregional studies, world and oceanic history connections, contemporary economic and political affairs and media literacy, as well as the history and contemporary expressions of world religions.

The MENA region's historical and contemporary religious diversity requires a comprehensive approach to the study of religions, and NRC-MENA is well positioned with its scholarly centers and institutional connections to provide multiple perspectives. For example, the Summer Teacher Institute in 2016, "Experiencing and Teaching about World Religions" addressed both constitutional guidelines and academic standards for teaching this challenging topic at the elementary, middle, and high school levels. The program attracted teachers from across the DC/MD/VA region and from several other states. Speakers included scholars of religion and history, religious leaders from local churches, synagogues, mosques and temples representing the five major world religions, while museum visits of religious art exhibits enhanced the experience. A workshop on Christianity in the MENA in Spring 2017 explored the status of Middle Eastern Christian communities in light of historical migration and contemporary upheavals. The Middle East Book Awards sponsored by MEOC solicit nominations from publishers and educators at large, and award books representing many perspectives on the region. These books lists are widely disseminated to educators and librarians and noted by publishers. Recent winners included biographies of sports figures such as Ibtihaj Muhammad,

international leaders such as Golda Meir, and Coptic religious leaders in Egypt, as well as folk tales from Arabic, Persian, and Hebrew traditions.

MENA-related courses are taught in every academic program at GU, ensuring a wide range of views and diverse perspectives. During the 2017-18 academic year (including summer 2018), 5,958 students were enrolled in courses with 25% or more MENA content. This included 4,592 undergraduates, 1,206 graduate students from the SFS, COL, GU-Q, GSAS (including graduate SFS), MSB, NHS, SCS, CUWMA consortium schools, and 160 summer students from outside GU. 933 of these enrollments were in Arabic, Hebrew, Persian and Turkish language classes, with 747 undergraduate, 166 graduate, and 20 non-GU students taking advantage of such courses.

GU's international collaborations provide students and faculty with the opportunity to learn from and present their work to a wide audience. Each year a visiting Israeli professor teaches undergraduates in CJC and the Government Department. Faculty symposia are hosted annually by the School of Foreign Service in Qatar (SFS-Q) with a range of partners in the MENA region and beyond.

The funded activities will enable our faculty to engage with a diverse set of colleagues and publics, impact undergraduate and graduate students across a wide range of programs, and facilitate dialogue related to the MENA on topics of great strategic, economic, political, and social interest, supported by Georgetown University's academic departments that welcome a wide range of interdisciplinary work, perspectives, and methodologies.

Areas of National Need

To encourage government service areas of national need, as well as in areas of need in the education, business, and non-profit sectors in the Middle East and North Africa area, Georgetown University:

- Offers advanced language instruction in modern Hebrew, and post-advanced language instruction in Arabic and Turkish. These language offerings complement existing LCTL MENA offerings in Persian. All of these have been designated as priority languages by the Secretary of Education. The following Federal departments also designate them as priorities: US Agency for International Development (Arabic, Persian), Peace Corps (Arabic), and Departments of Agriculture (Arabic), Defense (Arabic, Persian, Turkish), Health and Human Services (Arabic, Persian, Turkish), Justice (Arabic, Hebrew, Persian, Turkish) State (Arabic, Persian, Turkish).
- Teaches MENA-area courses in the politics, business, economics, and society for undergraduates and graduates specializing in MENA-subjects and open to all majors.
- Organizes government career information sessions and workshops with Federal Agencies and industry experts that are held on campus. Last year, the GU Career Centers offered over 288 events serving more than 3,500 students and alumni, spanning the various government sectors, including intelligence branches, Congress, the State Department, Peace Corps, Veterans Administration, and energy, trade, and justice departments, among others. 49% of these events, making up 48% of the full attendee count, were targeted towards federal or legislative careers and consulting or contracting firms that often support the U.S. government in the DC area. 25% of these events were specifically targeted towards Federal Agencies, making up 26% of the total annual attendees.
- Facilitates the process of applying for federal jobs through regular working groups for students and alumni focusing on USAJobs, providing federal resumes tips, and training on how to complete the SF-86 form to successful move through the security clearance process. Additionally, GU guides the preparation for careers in national security and intelligence, through a workshop series on Intelligence 101 & Careers in Intelligence.
- Hosts, alongside the National Geospatial-Intelligence Agency, the annual George T. Kalaris Intelligence Conference with over 100 students, alumni, and guests attending.
- Advertises for and advises students on the Presidential Management Fellows application process, including through two dedicated information sessions and a follow up guidance session for the 13 accepted PMF applicants from the School of Foreign Service.
- Participates in APSIA Webinars, training programs and working groups focused on government careers and hiring, and arranges unique opportunities for student that include meetings with the GU Department of State Diplomat in Residence and site visits to the Pentagon.
- Ensures Career Center Staff have certifications as Federal Career Coaching and Federal Resume Coaches and facilitates enhanced partnerships with the Partnership for Public

Service and GovLoop. Career Center Staff for each school/college of GU are part of the GU Government Career Working group.

- Holds an average of five education sector career center events each year, encourages recruiting for Teach for America on campus (26 GU alums joined Teach for America in 2017), and created a new MA programs in Education--the MA in Educational Transformation last year.
- Brings GU students, staff, and faculty into DC Public Schools in programs offered through the Center for Social Justice that include the Summer Institute for Teaching and Learning (an eight-week summer program open to undergraduate and graduate students to engage in educational issues by working in a classroom setting); DC Schools Project (a tutoring, mentoring, and advocacy program that engages Georgetown students to provide English language tutoring and support for youth of immigrant backgrounds); DC Reads (a tutoring, mentoring, and advocacy program that serves K-5th grade students who are a grade level or more behind in literacy skills); and .
- Encourages veteran, active duty, and reserves enrollment at GU. Total number of Veterans across Graduate School, Georgetown College, and the School of Foreign Service between years 2014-2018 is 506. In a given year, we average 200 veterans in these three schools of the university. Each Career Center on campus has a Point of Contact in the office who is a veteran and is trained to coach vets in the career process.
- Offers matching scholarships for Pickering, Rangel, and other fellowships that send students to the U.S. Department of State jobs after graduation
- Provides summer internship grants to School of Foreign Service graduate students.
- Holds career events for students interested in the business sector (28 events attended by 292 people in 2017-2018) and non-profit sector (18 events for 180 people).
- Offers certificates and degrees through the Landegger Program which is designed to train students for work at the intersection of international public and private sector activities.

ACRONYMS LIST

AAR	American Academy of Religion
AATT	American Association of Teachers of Turkish Languages
ACMCU	Alwaleed bin Talal Center for Muslim-Christian Understanding
ACTFL	American Council for the Teaching of Foreign Language
AIS	Department of Arabic and Islamic Studies
APSIA	Association of Professional Schools of International Affairs
ASP	Asian Studies Program
AT	Apprenticeship in Teaching Program
AY	Academic Year
BSFS	Bachelor's Degree in the School of Foreign Service
CC	Community College
CCAS	Center for Contemporary Arab Studies
CGIS	Center for Global Islamic Studies
CIRLA	Chesapeake Information and Research Library Association
CJC	Center for Jewish Civilization
CLASP	Center for Law and Social Policy
CLS	Critical Language Scholarship
CNDLS	Center for New Designs in Learning and Scholarship
CULP	Culture and Politics
DAAD	German Academic Exchange Service
DCPS	District of Columbia Public Schools
DoE	Department of Education
ESL	English as a Second Language
FLAS	Foreign Language Area Studies
FTNTL	Full Time Non-Tenure Line
GC	Georgetown College
GMU	George Mason University
GPRA	National Resource Center Government Performance and Results Act
GSAS	Graduate School of Arts and Sciences
GSFS	School of Foreign Service (Graduate Programs)
GU	Georgetown University
GULC	Georgetown University Law Center
GU-Q	Georgetown University - Qatar
HBCU	Historically Black Colleges and Universities
HUSOE	Howard University School of Education
IDEAA	Georgetown's Office of Institutional Diversity, Equity, and Affirmative Action
ISD	Georgetown University Institute for the Study of Diplomacy
ISIM	Georgetown University Institute for the Study of International Migration

JEP	Just Employment Policy
LCTL	Less Commonly Taught Language
LLT	Language Learning Technology Center
LOC	Library of Congress
MAAS	Master of Arts in Arab Studies
MAET	Master of Arts in Educational Transformation
MALS	Master of Arts in Liberal Studies
MCL	Main Campus Libraries
MEIS	Middle East and Islamic Studies Program
MEOC	Middle East Outreach Council
MD	Maryland
MENA	Middle East and North Africa
MSB	Georgetown University McDonough School of Business
MSFS	MS in Foreign Service
MSIs	Minority-Serving Institutions
NCSS	National Council for the Social Securities
NHS	Georgetown University School of Nursing and Health Studies
NRC	National Resource Center
NRC-MENA	National Resource Center - Middle East and North Africa
OCLC	Online Computer Library Center
OPI	Oral Proficiency Interview
PMF	Presidential Management Fellows
PPIA	Public Policy and International Affairs
SCS	Georgetown University School of Continuing Studies
SFS	Georgetown University School of Foreign Service
SSP	Security Studies Program
STIA	Science, Technology and International Affairs
TLISI	Teaching, Learning & Innovation Summer Institute
VA	Virginia
VSU	Virginia State University
VSUCOE	Virginia State University College of Education
WCAG	Web Content Accessibility Guidelines
WRLC	Washington Research Library Consortium

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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FY 2018 PROFILE FORM
NATIONAL RESOURCE CENTERS | CFDA 84.015A
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B
(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
Undergraduate National Resource Center
Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$261,295 Year 2: \$262,895 Year 3: \$269,963 Year 4: \$269,963

FLAS Request

Year 1: \$328,500 Year 2: \$328,500 Year 3: \$328,000 Year 4: \$328,500

Type of Applicant

- ☒ Single institution Georgetown University
Consortium of institutions
- ☐ Lead _____
- ☐ Partner 1 _____
- ☐ Partner 2 _____
- ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|---|
| <input checked="" type="checkbox"/> AFRICA | <input checked="" type="checkbox"/> MIDDLE EAST |
| CANADA | PACIFIC ISLANDS |
| EAST ASIA/PAN ASIA | RUSSIA, EASTERN EUROPE, EURASIA |
| EUROPE | SOUTH ASIA |
| INTERNATIONAL | SOUTHEAST ASIA |
| LATIN AMERICA and the CARIBBEAN | WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Turkish, Persian, Kurdish



VIRGINIA STATE UNIVERSITY

COLLEGE OF EDUCATION

BOX 9088 HARRIS HALL, VIRGINIA STATE UNIVERSITY, VIRGINIA 23806

Professional Education Programs Unit

Telephone: (804)524-5935/5742

Fax: (804)524-5757

June 20, 2018

Virginia State University (VSU) plans to partner with Georgetown University (GU) National Resource Center (NRC) to offer VSU faculty and student workshops at VSU. The topics of interest will be on the Middle East and North Africa, with particular focus on programs in secondary education, topics related to global history and geography, related classroom resources, and equity issues in social studies education. The Middle East and North African Forum (MENA) will be featured, but the context of global education sets the stage for good scholarship and critical thinking. GU NRC will also offer workshops on children and youth literature for elementary and secondary programs as well as provide award-winning books for the VSU students and/or library. GU NRC in collaboration with VSU will plan exchange visits for students, create an open invitation to come to GU NRC outreach events, or hold events either at GU NRC or VSU the campus. Within the four-year grant cycle, we plan to have one or two VSU/GU workshops per year on these broad themes, alongside other areas of collaboration. There is also a program for the Masters of Arts in Educational Transformation offered at Georgetown University and a program called the [Center for Social Justice Research, Teaching and Service](#) that will be an interesting visit while in Washington, D.C. for the students in the GROWS Program. <https://csj.georgetown.edu/>

We are excited about the opportunity to partner with Georgetown on education issues and equitable outcomes.

Sincerely,

Dr. Willis W. Walter, Dean
College of Education
Virginia State University
1 Hayden Drive, P. O. Box 9088
Virginia State University, VA 23806

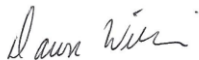
HOWARD UNIVERSITY

School of Education
Office of the Dean

TO: U. S. Department of Education
FROM: Dawn Williams, Ph.D.
Dean
DATE: June 14, 2018
SUBJECT: Letter of Support

This letter is in strong support of the collaboration between Howard University School of Education (HUSOE), Howard University's National Resource Center (NRC) on Africa and Georgetown University's NRC on the Middle East/North Africa. Together we created an annual workshop to highlight recent children and youth literature by featuring authors and illustrators, presentations on contextualizing content, and pedagogical workshop sessions where attendees create and discuss teaching strategies for specific books. In 2019, we plan to work with HUSOE pedagogy courses on children's literature to create lesson plans using award-winning books. Spring 2019 will be the fifth annual workshop for HUSOE pre-service teachers, regional in-service teachers, school librarians and home schoolers. From Year 1 to Year 4 we conducted spring workshops as described, in addition to teacher training and public events on topics of mutual interest to both NRCs. We appreciate your continued support. Thank you.

Sincerely,



Dawn Williams, Ph.D.
Dean



PR/Award # P015A180068

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June 18, 2018

Dr. Rochelle Davis
Director, Center for Contemporary Arab Studies
Georgetown University
Walsh School of Foreign Service
241 Intercultural Center
37th and O Street, N.W.
Washington, D.C. 20057

Dear Dr. Davis:

Montgomery College fully endorses a partnership between our Global Nexus program and Georgetown University's National Resource Center (NRC) on the Middle East and North Africa to provide educational and professional development programming for faculty, students, and the general public. Global Nexus enriches minds, engages hearts, and transforms communities by increasing knowledge and understanding of global communities and their cultures. It is designed to help individuals and communities connect locally and globally through education, partnerships, advocacy, and service. The programs are free of charge and open to the College community, as well as our partners and stakeholders.

The Global Nexus initiative builds on the international nature of Montgomery College. The highly diverse population of students, staff, and faculty remains a major strength of the College. Global Nexus events, initiatives, and partnerships provide diverse programming about many cultures, including Middle Eastern and North African ones, to our community, with the goal of creating awareness, new friendships, mutual respect, and increased understanding.

Supported activities in this partnership will include workshops developed and executed by the excellent faculty of Georgetown University's Walsh School of Foreign Service. Building upon activity with Montgomery College and Montgomery County's wider community in the previous Title VI grant cycle, Georgetown University's NRC will provide one to two annual workshops for faculty, students, and the general public. The topics will relate to the Middle East and North Africa in its global and comparative context with other areas of the world. The workshops will address topics such as: women, youth, and social change in the MENA region; media literacy as it relates to the MENA region; and Islamophobia and overcoming stereotypes.

Global Nexus is an initiative of the College's Advancement and Community Engagement unit, and I fully endorse this important partnership. Please do not hesitate to contact me at 240-567-7492 if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'D. M. Sears'.

David M. Sears
Senior Vice President for Advancement and Community Engagement



Middle East and Islamic Studies Program | George Mason University

4087 University Drive
Commerce Building, Suite 3200
Fairfax, Virginia 22030

13 June 2018

To Whom It May Concern:

I am the Director of the Middle East and Islamic Studies Program at George Mason University. We fully endorse a partnership with Georgetown University's Center for Contemporary Arab Studies in providing educational, research, and production support for various projects and programs related to knowledge production.

Supported activities in this partnership to include workshops and projects that we will develop and execute with the faculty and staff of Georgetown University's National Resource Center-Middle East and North Africa. Our proposed projects include a Summer Institute for Political Economy instruction, an extensive Middle East Studies Pedagogy Initiative and an audio-visual Teaching the Middle East Podcast, as well as workshops and teach ins on media, academia, refugees, and novels/films in the classroom. Finally, we are happy to co-sponsor a book project on Mapping the Middle East.

These projects will be an asset to our program and to the wider University communities on both ends. We also believe that these initiatives will provide a valuable resource to educators, researchers, and students in Middle East Studies.

I fully endorse this partnership and look forward to enhancing related pedagogical, research, and knowledge production dimensions in the service of our field. Please do not hesitate to contact me if you have any questions.

Sincerely,

Bassam Haddad

Director, Middle East and Islamic Studies Program
Associate Professor, Schar School of Policy and Government
George Mason University
Office: Research 347; Tel: [703-993-2962](tel:703-993-2962)
Mobile: [703-887-5257](tel:703-887-5257)
Email: bhaddad@gmu.edu



June 18, 2018

To Whom It May Concern:

District of Columbia Public Schools fully endorses a partnership with Georgetown University's National Resource Center—Middle East & North Africa in co-developing content and curriculum alongside DCPS educators for seven globally-themed elective courses and in providing educational and professional development programming for students and current professional educators in the K-12 community.

Supported activities in this partnership include a Global Curriculum Fellowship to close the gap between the most recent scholarship on global affairs and what students receive through their K-12 education. By uniting expert faculty from Georgetown University, current university students, and teachers with deep content and pedagogical expertise, we aim to create a body of work that will provide long-lasting, high-quality curriculum for courses related to regions of the world and global affairs. Our aim is to ensure that students will employ a critical, scholarly lens to examining the history and current affairs of the world in which they live in the closest manner to how they will do so during any post-secondary course of study. We also want to ensure that students will be empathetic and critical consumers of media and global affairs. Access to the content and curriculum created through this partnership will reach thousands of students.

Furthermore, supported activities involve workshops developed and executed by the excellent faculty of Georgetown University open to our DCPS educators who teach world history, regional courses, and general education to help them globalize their content and embed techniques for global competence throughout their practice. Exposure to such training will enhance the skills of all participating educators in embedding real global contexts and world issues across grade levels and content areas.

We fully endorse this partnership and look forward to the professional growth of teachers participating in our joint ventures as well as the impact on student outcomes. Please do not hesitate to contact me if you have any questions.

Kate Ireland
Director, Global Education

Appendix 1: PROFILES OF PROJECT-RELATED PERSONNEL

NRC-MENA STAFF

Principal Investigator

Name: Rochelle Davis

Position: Associate Professor, School of Foreign Service; Director, Center for Contemporary Arab Studies

Tenure State: Tenured

Education: PhD, Anthropology and Near Eastern Studies, University of Michigan
MA, Modern Arabic Literature, University of Michigan
BA, Art History, University of California, Davis

Academic Experience: Associate Professor (Georgetown, 2012-present); Assistant Professor (Georgetown, 2005-2012). Post-doctoral Teaching Fellow, Stanford University, 2003-2005, Introduction to the Humanities Program; Post-Doctoral Research Fellow, University of California, Berkeley, 2003; Sultan Post-Doctoral Research Fellow, Center for Middle Eastern Studies.

Overseas Experience: Jordan, West Bank, Egypt, Iraq, Syria.

Language Proficiency: Arabic: 5; Hebrew: 2; Spanish: 2

Percent time dedicated to area/international studies: 100%

Courses Taught: Anthropology of the Arab World, Contemporary Arab Society, Intro to Arab World, Refugees and Migrants to and from the Arab World, Self, Society, and Community in the Arab World, Palestinian Society, War and Terrorism in the Arab World: Human Dimension

Research/training specialization: Refugees and Forced Migration; Culture and Society of the Arab World.

Selected recent publications: Article: Co-authored with Grace Benton, Dana al-Dirani*, and Michaela Gallien*. *"Home after ISIS: A Study of Return as a Durable Solution in Iraq."* *Journal of Peacebuilding and Development* (forthcoming). Article: Co-authored with Grace Benton, Will Todman*, and Emma Murphy*. *"Hosting Guests, Creating Citizens: Models of Refugee Administration in Jordan and Egypt."* *Refugee Studies Quarterly*, Vol. 36, No. 2, June 2017, 1-32. *Palestinian Village Histories: Geographies of Dispossession* (Stanford UP, 2011); "What Do You Miss Most? Syrian Refugees Respond," *Jadaliyya.com*, December 2013; "Syrian Refugee Report Sept 2013" with Abbie Taylor; "Report on Urban Refugees — Iraqis in Jordan 2012" with Abbie Taylor; "The Many Roles of Turkey in the Syrian Crisis," January 2013 with Asli Ilgit; "Counterinsurgency and Culture: The 2003 U.S. Invasion of Iraq" in Volk, Lucia, ed. *The Middle East in the World: An Introduction*. Armonk, NY: M.E. Sharpe Publishers (March 2014).

* = co-author was an undergraduate or graduate student.

Number of dissertations/theses supervised in past 5 years: 10

Distinctions: Co-winner of the Middle East Studies Association's 2011 Albert Hourani Book Award

Staff

Name: Brenda E. Bickett
Position: Central Asian, Eastern European, Islamic, Middle Eastern & Russian Studies
Bibliographer, Lauinger Library
Tenure State: N/A
Education: AM, Near Eastern Studies, University of Michigan
AMLS, Library and Information Science, Univ. of Michigan
BA, French, University of Texas, Austin
Academic Experience: Middle Eastern & Islamic Studies Bibliographer (Georgetown University, 1978-present); Arabic Cataloger, Middle East & North Africa Team; Cataloging Directorate (Library of Congress, 1991-94, 2002)
Overseas Experience: American University in Cairo, Egypt; Sultan Qaboos University, Oman; GU's McGhee Center Library, Alanya, Turkey; Georgetown Univ. School of Foreign Service, Doha, Qatar; Saudi Arabia
Language Proficiency: Arabic: 4; French: 4; Turkish: 3; Italian: 1; Persian: 1
Percent time dedicated to area/international studies: 90%
Courses Taught: N/A
Research/training specialization: Bibliography: Middle East and Islamic Studies
Selected recent publications: N/A
Number of dissertations/theses supervised in past 5 years: N/A
Distinctions: Middle East Librarians Association: Vice President and Program Chair (1993); Newsletter Editor (1987-90); Chair, Education Committee (2004-2008); Member-At-Large, Executive Board (2009-2010); Middle East Microform Project: Member, Executive Committee

Name: Susan Douglass
Position: K-14 Education Outreach Coordinator, Center for Contemporary Arab Studies
Education: PhD, George Mason University
MA, Arab Studies, Georgetown University
BA, University of Rochester
Academic Experience: Outreach Coordinator, CCAS (June 2014 – Present); Education Consultant, Alwaleed bin Talal Center for Muslim-Christian Understanding (2007-present); Senior Researcher, Ali Vural Ak Center for Global Islamic Studies (2010-2014); Senior Research Officer, United Nations Alliance of Civilization (2006); Affiliated Scholar, Council on Islamic Education (1995-2004)
Overseas Experience: UN Senior Research Officer, United Nations Alliance of Civilization (2006)
Language Proficiency: German: 4, Arabic: 3
Percent time dedicated to area/international studies: 100%
Courses Taught: Islamic Education Foundations, University of Virginia (Fall 2009, Spring 2011, Fall 2011); Introduction to Islamic Heritage and Culture, Bayan Claremont School of Theology (online, Fall 2016) and Foundations of Islamic Education, Bayan Claremont (online, Summer 2017)
Research/training specialization: Middle East, Education History, World History

Selected recent publications: Deputy Project Manager and Lead Curriculum Developer for *Our Shared Past in the Mediterranean* online curriculum project, Module 1: “Framing the Mediterranean in Space and Time” and Module 2: “The Mediterranean and Beyond in Antiquity,” Ali Vural Ak Center for Global Islamic Studies, George Mason University (2014); Chapter on “Islamic Education in the United States” for *The Oxford Handbook of American Islam*, eds. Jane Smith and Yvonne Haddad (2014); “Teaching about Religion, Islam, and the World in Public and Private School Curricula,” in *Educating the Muslims of America* (2009); Teaching About Religion in National and State Curriculum Standards (2000); Editor and Contributor for *Rise and Spread of Islam: 622-1500* (Thompson/Gale, 2002)

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: Recipient of a 2010-2011 Research Fellowship for dissertation research travel to Egypt, India, and the United Kingdom from the Ali Vural Ak Center for Global Islamic Studies at George Mason University; recipient of the 2009 Dean’s Challenge Scholarship.

Name: Kelli Harris

Position: Academic Program Coordinator, Center for Contemporary Arab Studies

Education: BA Middle Eastern Studies & History, University of Virginia
MA, Liberal Studies, Georgetown University

Academic Experience: Assistant Director of Academic Programs, Center for Contemporary Arab Studies, Georgetown University (2009-present)

Overseas Experience: Jordan, Morocco

Language Proficiency: Arabic: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: N/A

Research/training specialization: Islamic Law and Gender

Selected recent publications: N/A

Distinctions: Distinguished Staff Award, Georgetown University, April 2018

Name: Alison Glick

Position: Assistant Director, Center for Contemporary Arab Studies

Education: BA History (Middle East Concentration), Women’s Studies Minor, Temple University

Academic Experience: Assistant Director, Center for Contemporary Arab Studies

Overseas Experience: Palestine, Syria

Language Proficiency: Arabic 3

Percent time dedicated to area/international studies: 100%

Courses Taught: N/A

Research/training specialization: N/A

Selected recent publications: N/A

Distinctions: N/A

Name: Amy E. Philipps

Position: Rare Materials Cataloger, Bibliographer for Hebrew and Jewish Studies

Education: MA Theological Studies, Boston University
MS Library Science, The Catholic University of America

BA English, Azusa Pacific University

Academic Experience: Georgetown University (2011-present); Rare Materials Catalog Librarian, Vatican Film Library, Saint Louis University (2009-2011)

Overseas Experience: Visiting librarian at École Biblique et Archéologique Française de Jérusalem, Israel

Language Proficiency: Hebrew

Percent time dedicated to area/international studies: 100%

Courses Taught: N/A

Research/training specialization: Continuing Professional Development 5/8-9/2016

Manfred R. Lehmann Memorial Master Workshop in the History of the Jewish Book, Katz Center for Advanced Judaic Studies, PA. Censorship of Books in the Early Modern Period (with Piet van Boxel)

Selected recent publications: “Creating a Digital Critical Edition of a 16th Century Bilingual Manuscript at the Biblioteca Apostolica Vaticana” with Christopher Morse forthcoming International Image Interoperability Framework (IIIF) Conference in the Vatican. June 7-9, 2017; “Jewish and Christian Traditions of Interpretation of Scripture according to Robert Bellarmine” forthcoming 11th Ecclesiological Investigations Conference: Reformation and Global Reconciliation, Jena, May 28-June 2, 2017; “Controlled Vocabularies in the Context of Specialized Indexes” with Michael Scott at Bridging the Spectrum: The Ninth Annual Symposium on Scholarship and Practice. The Catholic University of America, February 3, 2017; “Censorship of Hebrew Books in Sixteenth Century Italy: A Review of a Decade of English and French Language Scholarship” forthcoming in La Bibliofilia: Rivista di Storia del Libro e di Bibliografia. Vol. CXVIII, no. III (settembre-dicembre, 2016) Firenze: Leo S. Olschki; “Interreligious Belonging in an Age of Inquisition: The Motives of a Palestinian Religious Wanderer” Eighth Ecclesiological Investigations Conference: Hope in the Ecumenical Future, Oxford, April 9-11, 2014.

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: 2014: Recipient for building collections in the area of Disability Studies, Gladys Brooks Endowment for Emerging Disciplines, Lauinger Library, Georgetown University.

Name: Vicki Valosik

Position: Multimedia and Publications Editor, Center for Contemporary Arab Studies

Education: MA Nonfiction Writing, Johns Hopkins University; MA Sociology (Conducted thesis research in Syria), University of South Alabama; BA International Relations, Samford University

Overseas Experience: Conducted graduate field research in Syria

Language Proficiency: Beginner Arabic

Percent time dedicated to area/international studies: 100%

Courses Taught: Graduate Thesis Writing; Fundamentals of Academic Writing for Graduate Students (will be teaching Fall 2018)

Research/training specialization: N/A

Selected recent publications: N/A

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: N/A

NRC-MENA FACULTY

Name: Osama Abi-Mershed

Position: Associate Professor, Department of History

Tenure State: Tenured

Education: PhD, History, Georgetown University
MBA, International Finance, George Washington University
MA, International Affairs, George Washington University

Academic Experience: Former Director of Center for Contemporary Arab Studies; Associate Professor (Georgetown University, 2011-Present); Assistant Professor (Georgetown University, 2003-2011); Lecturer (University of Maryland, 2000-2001); Teaching Assistant (Georgetown University, 1997-2000)

Overseas Experience: Native of Lebanon; Research in France, 2001-2004; Research in Russia, 2001; Conferences in China, Algeria, France, Germany and Qatar

Language Proficiency: Arabic: 5; French: 5; Spanish: 2

Percent time dedicated to area/international studies: 100%

Courses Taught: History of the Middle East I & II; Islam in the Western Mediterranean; Mediterranean Frontiers; Post-Colonial Readings on North Africa; History of Modern North Africa; Research Seminar: Social Historiography of the Middle East and North Africa; Research Seminar: Colonial Systems in North Africa

Research/training specialization: North Africa and Colonialism

Selected recent publications: Osama Abi-Mershed (ed.), *Social Currents in North Africa: Culture and Governance after the Arab Spring*, Hurst, 2018. "A History of the Conflict in Western Sahara" in Anouar Boukhars and Jacques Roussellier, eds., *Perspectives on Western Sahara* (2014); *Apostles of Modernity: Saint-Simonians and the Civilizing Mission in Algeria* (2010); *Trajectories of Education in the Arab World: Legacies and Challenges* (Editor, 2009);

Number of dissertations/theses supervised in past 5 years: 6

Distinctions: Dean's Award for Best Teaching, College of Arts and Sciences (2009); Junior Faculty Research Grant, Graduate School of Arts and Sciences, Georgetown University (2007)

Name: Elliott Abrams

Position: Adjunct Professor, Program for Jewish Civilization

Tenure State: Not tenure track

Education: JD Harvard Law School
MA, International Relations, London School of Economics
BA, Harvard College

Academic Experience: Senior Fellow for Middle Eastern Studies, Council on Foreign Relations; National Security Council 2001-2009; President of the Ethics and Public Policy Center (Washington D.C.) 1996-2001

Overseas Experience: Deputy Assistant to the President and Deputy National Security Advisor in the Administration of President George W. Bush

Language Proficiency: French 5, Spanish 5

Percent time dedicated to area/international studies: 100%

Courses Taught: US Politics and the Israeli-Palestinian Conflict: 2000-Today

Research/training specialization: Middle East Politics

Selected recent publications: *Tested by Zion: the Bush Administration and the Israeli-Palestinian Conflict* (Cambridge UP, 2013), *Iran: The Nuclear Challenge* (Council on Foreign Relations, 2012), “The Settlement Obsession: Both Israel and the United States Miss the Obstacles to Peace” (Foreign Affairs, 2012), “Occupation of the Territories: Israeli Soldiers’ Testimonies 2000-2010 (Foreign Affairs, 2011), “The Settlers: And the Struggle over the Meaning of Zionism” (Foreign Affairs, 2011)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Scholar-Statesman Award (2012)

Name: Lama Abu-Odeh

Position: Professor, GU Law Center

Tenure status: Tenured

Education: SJD, Harvard University
MA, University of York
LLM, University of Bristol
LLB, University of Jordan

Academic Experience: Professor (Georgetown University Law Center); Chair, Law Department (American University in Cairo); Visiting Professor (Stanford Law School); Writing Instructor (Harvard Law School); Legal counsel in the Middle East/North Africa Division for the World Bank

Overseas Experience: Egypt; South Africa (voter Education, party monitoring, and election supervision); Born in Jordan

Language Proficiency: Arabic: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Islamic Law

Research/training specialization: Islamic Law, Family Law, Legal Theory, Arab Jurisprudence; Post 9/11 Muslim political and legal trends; Israeli-Palestinian Conflict, Feminism and Islam

Selected recent publications: *Secularism's Fault*, Feminist Dissent, Summer 2017, at 148-161 (reviewing Saba Mahmood, *Religious Difference in a Secular Age: A Minority Report* (2016)) “Egypt’s New Constitution: The Islamist Difference” in *Constitutional Secularism in an Age of Religious Revival: The Challenges* (Oxford University Press, 2014); “Of Law and the Revolution,” *University of Pennsylvania Journal of International Law*, Vol. 34, 341-363 (2013); *Egyptian Feminism: Trapped in the Identity Debate*, in *Islamic Law and the Challenges of Modernity* 183-212 (Yvonne Yazbeck Haddad & Barbara Freyer Stowasser eds., Walnut Creek, Cal.: AltaMira Press 2004).

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Fida Adely

Position: Academic Director, Arab Studies (2016-present) CCAS; Clovis and Hala Salaam Maksoud Chair in Arab Studies

Tenure State: Tenured

Education: PhD, Comparative Education/Anthropology, Columbia University
M.I.A., International Affairs, Columbia University
BA, Middle East Studies, Fordham University

Academic Experience: Interim Chair, Anthropology Department (2014 - 2015); Associate Professor (Georgetown University); Assistant Professor (Georgetown University); Assisting Visiting Professor, Instructor, Lecturer (Columbia University); Associate Editor, Anthropology of Education Quarterly (January 2013-2017)

Overseas Experience: Jordan (research)

Language Proficiency: Arabic: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Introduction to Arab Society; Women and Gender in the Arab World; Knowledge, Power and Politics: Education in the Middle East and North Africa; Development in the Arab World; Gender, Labor, and Development in the Middle East and North Africa; Culture and Society in the Arab World

Research/training specialization: Education and Development in Jordan; Women and Gender in the Middle East

Selected recent publications: *A Different Kind of Love: Compatibility (Insijam) and Marriage in Jordan*. Arab Studies Journal 24 (2): 102-127; *Gendered Paradoxes: Educating Jordanian Women in Nation, Faith, and Progress* (University of Chicago Press, 2012); "God Made Beautiful Things: Proper faith and religious authority in a Jordanian high school," *American Ethnologist* 39.2 (2012); Adely, Fida, and Gregory Starrett. "Schools, Skills, and Morals in the Contemporary Middle East." *A Companion to the Anthropology of Education* (2011): 349-367. Adely, Fida, and James Seale-Collazo. "Introduction to Special Issue: Ethnographies of Religious Education." *Anthropology & Education Quarterly* 44.4 (2013): 340-344; "The Emergence of a New Labor Movement in Jordan." *Middle East Research and Information* (2012).

Number of dissertations/theses supervised in past 5 years: 10 MA, 3 PhD, 2 BA

Distinctions: (Selected) Senior Research Fellowship -- Georgetown University (Fall 2015); Oman Faculty Grant -- Center for Contemporary Arab Studies (2012 & 2008); National Endowment for the Humanities Fellowship -- American Center for Oriental Research (January-June 2011); Fellow at the Institute for Scholars, Columbia University; 2013 *Journal of Middle East Women's Studies* Book Award

Name: Mohamed-Ali Adraoui

Position: Research Professor, ACMCU

Tenure State: Untenured

Education: Ph.D, Sciences Po (2011)

MA, Research In International Relations, University Of Paris I-pantheon Sorbonne (2008)

MA, Institute Of Political Studies, Paris, France, Research On The Muslim World (2005)

MA, Research In International Relations, Institute Of Political Studies/Sciences Po (2005)

MA, Management, Neoma Business School, Rouen, France (2003)

BA, Economics, University Of Rouen (2000)

Academic Experience: Lecturer, London School of Economics (2014); Lecturer, Institute of Political Studies, Grenoble France (2012-2013); Lecturer, Institute of Political Studies, Sciences Po (2008-2010); Centennial Fellow at the Center for Political Science and Public Affairs, American Political Science Association (2017-present); Associate Researcher, Fondation Maison

Des Sciences De L'homme, Paris (2016-present); Visiting Scholar, Harvard Weatherhead Center for International Affairs; Max Weber Fellow (Senior Visiting Research Fellow), European University Institute (2013-2015); Senior Fellow at the National University of Singapore, Middle East Institute (2015-2016); Research at the Royal Institute of European Studies (2011); Researcher for the Presidency of the French Republic (2006-2008)

Overseas Experience: Extensive fieldwork in Europe and Arab countries such as Morocco, Algeria, Egypt, Saudi Arabia and the UAE; Taught in London and France

Language Proficiency: French (5); Arabic (5); German (4); Italian (3); Chinese (1)

Percent time dedicated to area/international studies: 100%

Courses Taught:

Research/training specialization: Contemporary International relations, the Islamic World, Political Islam and Salafist currents, Radicalization process

Selected recent publications: "The Obama Administration and the Egyptian Muslim Brotherhood in the Arab Revolutions: Taming Political Islam?", *International Politics*, 2018, p.1-17; "Conversions au salafisme et salafisme de conversion. L'islam de la mondialisation et de la déculturation ?" [Conversions to Salafism and Salafism of Conversion. A Globalized and Deculturized Form of Islam?], *Archives des sciences sociales des religions*, 2018; "Quietist Salafism in France: an Example of Militant Apoliticism?", *Journal of Muslims in Europe*, 7(1), 2018, p.1-24; The Foreign Policy of Islamist Political Parties (Edinburgh University Press, 2018) ed.; "L'islam en France pour les nuls", avec Leyla Arslan, First Editions, L'actu pour les nuls, 2013; "Du Golfe aux banlieues. Le salafisme mondialisé", Presses Universitaires de France, Proche-Orient, 2013.

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: Marie Skłodowska Curie Global Fellowship (2017-2018); Carnegie Endowment for International Peace/Transnational Movements and the Arab Region Program, Responsible for the Work Group 'Salafism, Sectarianism and Violence' in the International Panel on Exiting Violence (2016-2018)

Name: Gabor Agoston

Position: Associate Professor, Department of History

Tenure State: Tenured

Education: PhD, Ottoman History, Hungarian Academy of Sciences, Budapest
Dr.Univ., Medieval Hungarian Hist., Eötvös Loránd University, Budapest
MA, History and Turkish Studies, Eötvös Loránd University, Budapest

Academic Experience: Eötvös Loránd University, Hungary; University of Pécs, Hungary; Georgetown University

Overseas Experience: Taught in Austria, Research in Istanbul

Language Proficiency: Hungarian: 5; Turkish: 5; Ottoman Turkish: 3; Russian: 3; German: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: History of the Ottoman Empire and Modern Turkey; Approaching Ottoman History; Turkey: From Empire to Republic; Ottoman Balkans, 1351-1914; Empires and the Greater Middle East; Jews and Christians under Islam: The Ottoman Experience; Ottoman Istanbul; Readings in Ottoman Documents; Pirates, Soldiers, and Diplomats: Islam and the West, 1500-1914; The Black Sea in History and Politics; Ottomans and Russians: Comparisons and Conflicts; History of the Middle East I; Ottoman Conquest and Warfare; Islam and War; Empires and Borderlands in the Middle East and the Balkans

Research/training specialization: Ottoman Empire and Modern Turkey, The Balkans

Selected recent publications: *Osmanlı'da Ateşli Silahlar ve Askeri Devrim Çalışmaları* [Firearms in the Ottoman Empire and the Military Revolution Debate—Collected Studies] Translated by Kahraman Şakul. Istanbul: İş Bankası Yayınları, 2017. 359 pages; *Európa és az Oszmán hódítás* [Europe and the Ottoman Conquest—Collected Studies]. Budapest: HM Hadtörténeti Intézet és Múzeum, 2014, 436 pages, maps, illustrations, index; “The Ottoman Empire and Europe,” in Hamish Scott ed., *The Oxford Handbook of Early Modern European History, 1350-1750*, 2 vols. Oxford, New York: Oxford University Press, 2015, vol. 2, pp. 612–37; “Firearms and Military Adaptation: The Ottomans and the European Military Revolution, 1450-1800” *Journal of World History* 25.1. (2014): 85–124

Number of dissertations/theses supervised in past 5 years: 5

Distinctions: American Council of Learned Societies Research Fellowship (2013)

Name: Mustafa Aksakal

Position: Associate Professor, History, and Nesuhi Ertegun Chair of Modern Turkish Studies

Tenure State: Tenured

Education: PhD, Princeton University

Academic Experience: Associate Professor, SFS/History (Georgetown University, 2011-Present); Associate Professor, History (American University, 2011); Assistant Professor (American University, 2007-2011)

Overseas Experience:

Language Proficiency: Turkish: 5; Arabic 3; German 5; French (reading intermediate)

Percent time dedicated to area/international studies: 100%

Courses Taught: History of the Middle East II; World War I in the Middle East; Modern Turkey

Research/training specialization: Ethnicity, war, social and political transformation 1800- 1930s

Selected recent publications: “Inside the Ottoman Army: Two Armenian Officers Tell Their Story,” appeared in *Inside World War I? The First World War and Its Witnesses* (Oxford University Press, 2018); *The Ottoman Proclamation of Jihad*, in *Jihad and Islam in World War I: Studies on the Ottoman Jihad on the Centenary of Snouck Hurgronje’s “Holy War Made in Germany”*, edited by Erik Jan Zürcher. Leiden: Leiden University Press, 2016, pp. 53-69. *The Ottoman Road to War, 1914-1915*, in *Le génocide des Arméniens*. Paris: Armand Colin, 2015, pp. 40-46 *Europeanization, Islamization, and the New Imperialism of the Ottoman State. Paradoxes of Peace in Nineteenth Century Europe*, edited by Thomas Hippler and Miloš Vec. Oxford: Oxford University Press, 2015, pp. 250-60 *The Ottoman Empire. Empires at War, 1912-1923*, edited by Robert Gerwarth and Erez Manela. Oxford: Oxford University Press, 2014, pp. 17-33; *Perspectives on the Ottoman First World War. Features Article, Studies in Ethnicity and Nationalism* 14 (2014): 334-342; “The Ottoman Empire” in *The Cambridge History of the First World War*. Ed. Jay Winter. Cambridge: Cambridge University Press, 2014

Number of dissertations/theses supervised in past 5 years: 6

Distinctions: Harry Frank Guggenheim Foundation Fellowship 2016-17; Charles A. Ryskamp Research Fellowship for 2012-13; National Endowment for the Humanities Fellowship for 2011–12; Fellowship by the Institute for Advanced Study, Princeton, for 2011–12; John W. Kluge Fellowship, 2009–2010

Name: Ghayda Al-Ali
Position: Associate Teaching Professor, Department of Arabic and Islamic Studies
Tenure State: Not tenure track
Education: PHD, English-Arabic-English Linguistics and Translation, Science University of Malaysia
 MA, English-Arabic-English Linguistics and Translation, Baghdad University
 BA, English, Al-Mustansiriya University
Academic Experience: Interpreter for Iraqi Prime Minister and his Delegation during (2013-present) their meetings with Congress, State Department, Defense Department and the White House; Arabic Lecturer (University of Virginia, 2011-2012), Instructor in Advanced Arabic (The Pennsylvania State University, 2010), Visiting Professor of Arabic and Middle East Culture (Bucknell University, 2006-2009), Lecturer on Arabic-English-Arabic Translation (Musrata University, 1997-2001), Lecturer on Arabic-English-Arabic Translation (Baghdad University, 1994-1996)
Overseas Experience: Libya; Translator in Iraq; Libyan Attaché Assistant, Libyan Cultural Center (2001- 2003) in Malaysia
Language Proficiency: Arabic: 5, French: 3, Farsi: 3, Kurdish: 3, Malay: 3; Sumerian-Assyrian 3
Percent time dedicated to area/international studies: 100%
Courses Taught: Intensive Beginner MSA, Intensive Intermediate MSA; Business Arabic; Arabic Media; Arabic: 1st through 3rd year
Research/training specialization: Arabic-English Translation
Pedagogical training: ACTFL/ILR OPI certified tester (2012-present); OPI, Proficiency & Placement Exam Director (2016-present)
Selected recent publications: Arabic with Us “العربية معنا,” 2017, 2017, Linus Press; “Villains, Victims, Labels and Euphemisms: An Analysis of Aljazeera Terror Terminology Variation by Event and Audience” (Cihan University Journal, 2014), Arabic with Us (Egyptians Publishers Association, 2013), “Hero or Terrorist, News Media Coverage of the Execution of Saddam” (Discourse and Society Journal, 2011), *How Arab Journalists Translate English-Language Newspaper Headlines: Case Studies in Cross-Cultural Understanding* (Edwin Mellen Press, 2010)
Number of dissertations/theses supervised in past 5 years:
Distinctions: 2017 Ciber Business Language Teaching and Research Awards (2017); ITTEL Cohort Award: Engaging by Design: Games, Simulations, and Online Learning Modules for the (2015-2016) academic year; Doyle Faculty Fellow Cohort Award – Arabic Media- for the (2016-2017) academic year

Name: Abdullah Al-Arian
Position: Assistant Professor of History, SFS-Q
Tenure State: Tenure-track
Education: PhD, Georgetown University (2011);
 MSc, London School of Economics (2003);
 BA, Duke University (2002)

Academic Experience: Assistant/Associate Professor, Georgetown University in Qatar (2013-present); Assistant Professor, Wayne State University (2011-2013); Carnegie Centennial Visiting Fellow, University of Denver (Fall 2014)

Overseas Experience: Georgetown University in Qatar (2013-present); field research in over 12 countries in the Middle East, North Africa and Europe.

Language Proficiency: Arabic: 5

Percent time dedicated to area/international studies: 100 percent

Courses Taught: Middle East Civilization I & II; Islamic Movements; Modern Egypt; US & the Middle East; Empire and Film; Dictatorships in History

Research/training specialization: Modern Middle East history, Islamic social movements, US diplomatic history, Islam in the United States

Selected recent publications: “Commanding the Faithful: Frame Construction in Egyptian Islamist Periodicals, 1976-1981” *Journal of Islamic Studies*, 28:3, pp. 341-368, 2017.

“The Revival of Protest in Egypt on the Eve of Sadat,” in Martin Klimke, et al, eds. *Routledge Handbook of the Global Sixties*, UK: Routledge, 2018. “The Perils of American Muslim Politics,” with Hafsa Kanjwal. In Daulatzai, Sohail. And Junaid Rana, eds. *With Stones in Our Hands: Reflections on Racism, Muslims, and U.S. Empire*. MN: University of Minnesota Press, 2018. *Answering the Call: Popular Islamic Activism in Sadat’s Egypt*. NY: Oxford University Press, 2014

Number of dissertations/theses supervised in past 5 years: 6

Distinctions: Carnegie fellowship, University of Denver (2014); CIRS faculty fellowship (2016-2017); Alaweed Scholarship

Name: Mahmoud Al-Ashiri

Position: Associate Professor of Arabic at SFS-Qatar

Tenure State: Non-tenured

Education: PhD, Arabic Literature, Fayoum University (Egypt)

MA in Arabic Literature, Fayoum University (Egypt)

BA in Arabic Language and Islamic Studies, Fayoum University (Egypt)

Academic Experience: Has taught Arabic to native and non-native speakers at Cairo University, Fayoum University (Egypt), Qatar University (Qatar), and Dar al-Huda University (India)

Overseas Experience: Entire career spent overseas

Language Proficiency: Arabic: 5; English: 4

Percent time dedicated to area/international studies: 100%

Courses Taught: Introduction to Modern Standard Arabic for Heritage Speakers, Advanced Modern Standard Arabic for Heritage Speakers

Research/training specialization: Arabic

Selected recent publications: (Arabic, English translated titles listed) Books: *The Poem's poeticity On the immanent principles of the poetical text*; *Poetry as Narrative A Study in the Text of Al-Mufaddaliyya*; *Toward an Assumed Point Studies in the poetics of the modern text*.

Papers: *Voice awareness; from language proficiency to educational approaches*; *The poem and poetry of the daily narration*; *A Corpus Based Dictionary for Preschoolers Audible Standard Arabic*; *Towards Building a Corpus for Audible Standard Arabic by Arabic Preschooler*

Number of dissertations/theses supervised in past 5 years: 1

Distinctions: None

Name: Huda Al-Mufti
Position: Visiting Instructor, Department of Arabic and Islamic Studies
Tenure State: Non-tenure track
Education: A.B.D., Arabic, Georgetown University
M.S., Arabic, Georgetown University
M.S., Education, Florida International University
BA, Arabic Language and Literature, Arabic University of Beirut
Academic Experience: Assistant Teaching professor (Georgetown University, 2006-present);
(Islamic Saudi Academy, 1919-2006)
Overseas Experience: 15 years in State of Kuwait Schools
Language Proficiency: Arabic: 5; English: 4; Farsi: 2
Percent time dedicated to area/international studies: 100%
Courses Taught: Arabic Intensive I and II; Intensive Intermediate, Advanced, Arabic Media
Research/training specialization: Arabic
Pedagogical Training: Workshop on New Media for Language Classroom (2009); TLISI
Changing Students Learning Media (2009); Workshop on Blackboard: Getting started with the
Grade Center Tasks (2009); Georgetown Round Table(GURT) Conference on Arabic Language
and Linguistics (2010); GURT March, 2017, ACTFL OPI Evaluator Training (2010, 2014) &
2016. Training in Blackboard 2016 & Canvas 2018; Certified tester through ACTFL 2017
Selected recent publications: N/A
Number of dissertations/theses supervised in past 5 years: None
Distinctions: Who's Who Among America's Teachers (2002, 2004-2005, 2005-2006)

Name: Abbas Al-Tonsi
Position: Senior Lecturer, SFS-Q
Tenure State: Adjunct
Education: MA Cairo University
BA Cairo University
Academic Experience: Faculty member, Arabic Language Institute (ALI) at the American
University in Cairo
Overseas Experience: Faculty member at American University in Cairo; Educated in Cairo
Percent time dedicated to area/international studies: 100%
Courses Taught: Map of the Arab World; Topics in the Arab World II; Intensive 2nd Level
Modern Standard Arabic I,II; Arab Society; Arabic Formal Writing; Intensive Modern Standard
Arabic: Heritage; Intermediate Arabic Heritage II; Advance Modern Standard Arabic Heritage
Speakers
Research/training specialization: Arabic Language; Arabic Literary Criticism; Arabic media;
politics
Selected recent publications:
Al-Kitaab fii Ta callum al-cArabiyya A Textbook for Intermediate Arabic: Part Two.
Washington DC: Georgetown University Press, 2013 with Mahmoud Al-Batal; Kalaam Gamiil:
An Intensive Course in Egyptian Colloquial Arabic, Volume Two. Cairo: American University
in Cairo Press, 2013 with Laila Al-Sawi, and Suzanne Massoud; Umm Al-dunya: Advanced
Egyptian Colloquial Arabic. Cairo: American University in Cairo, 2013 with Heba Salem and
Nevenka Korica Sullivan
Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: Authored or co-authored a number of Arabic textbooks

Name: Mohammad Alahmad

Position: Assistant Teaching Professor and Visiting lecturer, CCAS and AIS

Tenure State: FTNTL

Education: PhD, Aleppo University (2008)

MA, Aleppo University (2003)

Diploma, Aleppo University (1998)

BA, Aleppo University (1997)

Academic Experience: Visiting Lecturer, Georgetown (2015-Present); Faculty member at AlFurat University in Deir ez-Zor, Syria; Vice Dean for Academic Affairs in the College of Arts and Humanities in the Raqa campus of AlFurat University (until 2014)

Overseas Experience: Born and educated in Syria; Taught in ISIS-occupied Raqa during the Syrian Revolution until 2014

Percent time dedicated to area/international studies: 100%

Courses Taught: Academic Topics in Arabic; Arab Politics Through Literature; Advanced Arabic Writing and Composition; Prison Literature; Advanced Arabic Topic: Syrian Revolution; Literature of Syria; Arabic Reading/Writing Practice; Syrian Revolution; Modern Arabic Poetry; Modern Arabic Novel; Tutorial: Arabic

Research/training specialization: Modern Arabic poetry, Arab rhetoric and modern literary criticism; Arabic novels; Syrian Revolution

Selected recent publications:

"The crisis of higher education for Syrian refugees." *Brookings Institution*. 2016 (translated by Will Todman)

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: None

Name: Ahmad Alqassas

Position: Assistant Professor of Arabic Linguistics in AIS

Tenure State: Tenure track

Education: PhD in Linguistics, Indiana University

MA Linguistics, Indiana University

MA English Language and Linguistics, Yarmouk University (Jordan)

BA English Language and Literature, Yarmouk University (Jordan)

Academic Experience: Assistant Professor (Georgetown, 2013-Present); Assistant Professor of Arabic Language and Linguistics (Earlham College, 2011-2013); Has taught Arabic at a variety of levels at Indiana University – Bloomington, Drury University, Earlham College, Yarmouk University (Jordan), and University of Jordan

Overseas Experience: Jordan, Qatar

Language Proficiency: Arabic: 5; English: 4

Percent time dedicated to area/international studies: 100%

Courses Taught: Arabic Sociolinguistics, Language Policy and Development: Arab World, Variations in Standard Arabic and Dialects, Arabic Language and Politics; Arabic Political Discourse; Arabic Dialectology

Research/training specialization: Arabic

Pedagogical training (if language faculty): Workshop on teaching heritage languages; two courses on Teaching Arabic as a Foreign Language at Indiana University

Selected recent publications: *A Multi-locus Analysis of Arabic Negation: Micro-variation in Southern Levantine, Gulf and Standard Arabic*. Edinburgh University Press; *Negative Sensitive Items*. In: Elabbas Benmamoun and Reem Bassiouney

eds. *The Routledge Handbook of Arabic Linguistics*, 104-131. Routledge; “Negation in Rural Jordanian Arabic,” Volume XXV *Perspective on Arabic Linguistics* (John Benjamins, 2014)

Number of dissertations/theses supervised in past 5 years: 4

Distinctions: Faculty Research Grant (2016-17)

Name: _____ Wael Alzayat

Position: Adjunct Assistant Professor, MSFS _____

Tenure State: Adjunct

Education: MA, Foreign Policy & International Security, Georgetown University (2007)
BA, Political Science & Middle East History, UC Berkeley (1997)

Academic Experience: Adjunct Professor, Georgetown University (2015-present); Iraq Political and Religious Groups Researcher, U.S. Institute of Peace (2007); Persian Gulf and Middle East Security Sector Researcher, Henry L. Stimson Center (2006)

Overseas Experience: Served with distinction as a U.S. Middle East policy expert at the U.S. Department of State for ten years, including as senior policy advisor to U.S. Ambassador to the U.N. Samantha Power (2014-2017); Syria outreach coordinator with Ambassador Robert Ford (2012-2014), and special assistant to U.S. Ambassador to Iraq, James Jeffrey (2011-2012); Senior Iraq Foreign Affairs Officer, U.S. Department of State (2007-2011); Al-Anbar Provincial Affairs Officer, U.S. Embassy, Baghdad (2007-2008)

Language Proficiency: Arabic (5)

Percent time dedicated to area/international studies: 100%

Courses Taught: “Iraq and Syria: Age of Revolution”

Research/training specialization: Iraq, Syria, the Levant; Security, counterterrorism, humanitarian assistance, refugees

Selected recent publications: Focus on Clear Goals to Contain Iran in Iraq and Syria, *Washington Institute for Near East Policy* (August 2017); The U.S. Has Responsibilities in Iraq and Syria Post ISIS, *Arab Weekly* (July 2017)

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: CEO of Emgage Foundation, a national civic education and engagement grassroots organization for Muslim Americans (2017-present)

Name: _____ Diane Apostolos-Cappadona

Position: Professor Emerita of Religious Art and Cultural History, Catholic Studies Program; Haub Director of Catholic Studies

Tenure State: NTFL (faculty) and Director for at least one more year (2019)

Education: PhD, American Civilization, George Washington University
MA, Religion, George Washington University
BA, George Washington University

Academic Experience: Haub Director (Georgetown University, 2012-present); NTFL Professor (Georgetown University, 2011-2017); Visiting Professor (Georgetown University, 2011-2015);

Adjunct Professor (Georgetown University, 1996-2011); Adjunct Professor (Pacific School of Religion, 1978-2000)

Overseas Experience: Teaching and research in France, Greece, Italy, England, Germany, South Korea, Hong Kong, Australia and Japan

Language Proficiency: Greek: 2; French: 3; Latin (reading): 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Women in Jewish, Christian and Islamic Art, Eastern Orthodox Christianity, Christianity and Islam in Medieval Art, Idolatry in Christianity and Islam, Mary in the Catholic Imagination, Mary Magdalene in the Catholic Imagination, The Politics of Christian Art, Catholics Go to the Movies, The Bible Goes to Hollywood, Holy Bones and the Catholic Imagination, Healing and the Catholic Imagination, Catholics on Radio and TV, Muslims and Western Art: Before Orientalism and Beyond, Muslims and Christians in Hollywood, Images of Eve, Mary, and Fatima, Art and Terrorism, Artists and Rebels and Martyrs

Research/training specialization: Religion and Art, Women's Studies

Selected recent publications: “Art, Women in Islamic” and “Painting: Women’s Representation and Production” for *The [Oxford] Encyclopedia of Islam and Women* ed. Natana J. DeLong-Bas (Oxford University Press, 2013), I:64-66, II:41-44 (and online); contributions regarding Islam, Islamic art and gender issues to a number of editorial projects written by other experts

Number of dissertations/theses supervised in past 5 years: None in the last 5 years after her promotion to Haub Director

Name: Belkacem Baccouche

Position: Assistant Teaching Professor

Tenure State: Non-tenure track

Education: MA, Comparative Literature, Kent State University
BA, English, Kent State University

Academic Experience: Arabic Instructor (Georgetown University, 1976-present); MAAS Arabic Language Coordinator (Georgetown University, 1992-present); Arabic Instructor (Middle East Institute); Peace Corps Language Instructor in Tunisia; Director, Georgetown Summer Arabic & Persian Language Institute (multiple times)

Overseas Experience: Studied in Iraq, native of Tunisia; Coordinator of Cross-Cultural Studies in Peace Corps training programs

Language Proficiency: Arabic: 5, French 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Business Arabic, Arabic Textual Analysis and Interpretation, Intermediate and Intensive Advanced Arabic, Intensive Arabic Levels II and III, Arabic Composition, Short Stories from North Africa, Arabian Nights; Advanced Media Arabic, Map of the Arab World, Grammar through Poetry and Song; and Naguib Mahfouz in Film at the Middle East Institute, Washington, DC

Research/training specialization: Arabic

Pedagogical Training: ACTFL OPI Training (2008, 2010); K-12 Arabic instruction, content-based instruction in foreign language education

Selected Recent Publication: *Introduction to Modern Standard Arabic Conversation* (1984); *Conversations in Modern Standard Arabic*, 1984; **Translation** Arabic-English: *Asir: Turath wa Hadara* (*Asir: Heritage and Civilization*) by Dr. Wahbi al-Hariri, Heritage Publications, 1986

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Birol Baskan

Position: Assistant Professor of Government at SFS-Qatar

Tenure State: Tenure-track

Education: Ph.D. Northwestern University - Political Science

BA in International Relations and Economics, Koç University (Turkey)

Academic Experience: Assistant Professor, Department of International Affairs (Qatar University); Visiting Assistant Professor, Department of Political Science (State University of New York-Fredonia); Instructor, Department of Political Science (Northwestern University)

Overseas Experience: Turkey, Qatar

Percent time dedicated to area/international studies: 100%

Courses Taught: Comparative Political Systems, Gulf Politics, Islam and Politics

Research/training specialization: Politics of Religion and Religious Groups, State and Societal Forces, Political Regime Formation and Societal Coalitions, Methodology and Political Science, Middle East Politics

Selected recent publications: *From Religious Empires to Secular States: State Secularization in Turkey, Iran, and Russia* (New York: Routledge, 2014); Co-editor of *State-Society Relations in the Arab Gulf States* (Berlin: Gerlach Press, 2014); "State, Secularization and Religious Resurgence: Diverging Fates of Secularism in Turkey and Iran," *Politics and Religion*, 7:1 (2014), 28-50; "Overcoming the Secular Suspicion? State Secularity and Its Impact on Relations between Religious and Secular Groups in Turkey and Egypt," *Arab Studies Quarterly*, 35: 2 (2013), 165-183; "State, Secularization, and Religious Resurgence: Diverging Fates of Secularism in Turkey and Iran," *Politics and Religion*, FirstView (2013), 1-23; Co-author of "Religion in Politics: How does Inequality Affect Public Secularization," in *European Political Science Review* 45:12 (2012), 1510-1541; "Islam and Democracy: Explaining Muslim Agency in Democratization" in *Culture and Politics in the New Middle East*, Yasin Aktay, Pakinem El-Sharkawy and Ahmet Uysal (Ankara: Institute of Strategic Thinking, 2012), 273-297.

Number of dissertations/theses supervised in past 5 years: N/a

Distinctions: N/a

Name: Nejmi Benessaiah

Position: Adjunct assistant professor

Tenure State: Non-tenure track, Professional track

Education: PhD

Academic Experience: Completed postdoctoral fellowship at University of Maryland

Overseas Experience: Research in Morocco, Algeria, conferences in UK, France and South Africa

Percent time dedicated to area/international studies: Full research time

Courses Taught: *The Politics of Water in the MENA*

Research/training specialization: Environmental anthropologist, Middle East, Algeria

Selected recent publications: 2018 Local Justice: Anomie & the Postcolonial state. In Y. Ben Hounet & B. Dupret (eds) *Law and Property in Algeria: Anthropological perspectives*. Leiden: Brill; 2017 Multi-agentive transformations of rural livelihoods in mountain ICCAs: The case of the decline of community-based management of natural resources in the Mesioui agdals

(Morocco). *Quaternary International*, Vol. 437, Part B, Pp. 165-175. With Pablo Dominguez; 2016 African Trysts: Rethinking the Saharan Divide. In R. Boswell & F. Nyamnjoh (eds), *Postcolonial African Anthropologies*. Pretoria: HSRC Press. With Irene Calis.

Number of dissertations/theses supervised in past 5 years: N/a

Distinctions: N/a

Name: Jacques Berlinerblau

Position: Professor of Jewish Civilization; Director, Program for Jewish Civilization

Tenure State: Tenured

Education: PhD, Near Eastern Languages and Literatures, New York University
PhD, Sociology, The New School for Social Research

Academic Experience: Professor of Jewish Civilization (Georgetown University); Visiting Professor of Jewish Civilization (Georgetown University); Associate Professor of Religious Studies, Associate Professor of Comparative Literature and Languages, Director of Hebrew and Judaic Studies (Hofstra University)

Overseas Experience: Lived and worked in Israel

Language Proficiency French: 5; Hebrew: 4; German: 2; Italian: 2

Percent time dedicated to area/international studies: 40%

Courses Taught: Introduction to Jewish Civilization; Jewish-American Literature; Bible and Contemporary Politics; How Jews and Christians Invented the Bible; Secularism, Atheism, and Agnosticism; Philo-Semitism and Anti-Semitism; Secular States and Political Religions; Philip Roth: Secular Jewish Fiction; American Secularism

Research/training specialization: Hebrew Bible and its interpretation; Use of religion in global political discourse

Selected recent publications: *How to Be Secular: A Call to Arms for Religious Freedom* (2012); "Jewish Atheism" in *The Oxford Handbook of Atheism*, Eds. Stephen Bullivant and Michael Ruse (Oxford UP, 2013), 320-336; "The Bible in the Presidential Elections of 2012, 2008, 2004 and the Collapse of American Secularism," in *Interested Readers: Essays on the Hebrew Bible in Honor of David J. A. Clines*, Eds. James Aitken, Jeremy M. S. Clines and Christl M. Maier. (Atlanta, Ga.: Society of Biblical Literature, 2013); "Let the Study of American Secularisms Begin!," *Critical Research on Religion: An Interdisciplinary Journal* 1 (2013) 225-232.

Number of dissertations/theses supervised in past 5 years: 0

Distinctions: Distinguished Faculty Lecture (Hofstra University, 2000); Stessin Prize (Best Publication by a Faculty Member at Hofstra University 1999)

Name: Ambassador Barbara Bodine _____

Position: Distinguished Professor in the Practice of Diplomacy, SFS
Director, Institute for the Study of Diplomacy (2014-present)

Tenure State: Non-tenure track

Education: BA, University of California, Santa Barbara
MA, Fletcher School, Tufts University _____

Academic Experience: Director of Scholars in the Nation's Service Initiative; lecturer at Princeton University's Woodrow Wilson School (2008-2014), the Robert Wilhelm Fellow at the Center for International Studies' Persian Gulf Initiative, MIT, and Director of the

Governance Initiative in the Middle East; Senior Fellow at Harvard's Kennedy School of Government; Dean of the Foreign Service Institute, U.S. Department of State

Overseas Experience: 30-year Foreign Service Career, including as the U.S. Ambassador to Yemen (1997-2001) and Deputy Chief of Mission, U.S. Embassy Kuwait (1989-1990), Deputy for U.S. Interests in Iraq (1981-1983)

Percent time dedicated to area/international studies: 100%

Language Proficiency: Arabic, Chinese

Courses Taught: ISD Capstone: Rebuilding Yemen; Negotiation, Mediation & Political Persuasion

Research/training specialization: U.S. diplomacy in the Persian Gulf region

Selected recent publications: None

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Department of State Distinguished Service Award; Secretary's Award for Valor for her work in Occupied Kuwait; former member of the Board of Directors of the Academy of American Diplomacy; co-chair of the International Forum on Diplomatic Training; associate fellow of The Geneva Centre for Security Policy; member of The Council on Foreign Relations

Name: Jonathan Brown

Position: Director, Alwaleed Center for Muslim-Christian Understanding

Tenure State: Tenured

Education: PhD Islamic Thought, Dept Near Eastern Languages and Civ., UChicago
BA, Georgetown University

Academic Experience: Associate Professor of Islam and Muslim-Christian Understanding (2010-Present); Assistant Professor of Arabic and Islamic Studies (University of Washington, 2006-2010)

Overseas Experience: Studied in Cairo at Center for Arabic Study Abroad (2000-2001)

Language Proficiency Arabic 5, Persian 5, German 3, Epigraphic South Arabian 3, Latin 3, French 3, Turkish 1

Percent time dedicated to area/international studies: 100%

Courses Taught: Islamic Thought Confronting Modernity; Islamic Theological Texts; Miracles in Islam and the West; Salafi Islam: Mosque to Parliament; Islamic Mystical Texts; Sharia Law and its Discontents; Islam and the West; Islamic World

Research/training specialization: Democratization and political reform in the Middle East

Selected recent publications: *Misquoting Muhammad: The Challenges and Choices of Interpreting the Prophet's Legacy*. Oxford: Oneworld, 2014 (in press); *Very Short Introduction: Muhammad*. Oxford: Oxford University Press, 2011 (Very Short Introductions series); *Hadith: Muhammad's Legacy in the Medieval and Modern World*. Oxford: Oneworld, 2009 (Foundations of Islam series); "Scripture in Modern Islam," in *Islam in the Modern World*, ed. Jeff Kenney and Ebrahim Moosa, 13-34. Routledge, 2013; "Faithful Dissenters: Skepticism about the Miracles of Saints in Sunni Islam," *Journal of Sufi Studies* 1, no. 2 (2012), 123-68.

Number of dissertations/theses supervised in past 5 years: 2

Distinctions:

Name: Daniel Brumberg

Position: Associate Professor of Government, Co-Founder and Director of Democracy and Governance Studies

Tenure State: Tenured

Education: PhD, University of Chicago

MA, University of Chicago

BA, Indiana University

Academic Experience: Senior Non-Resident Fellow at the Project on Middle East Democracy; Special Adviser (United States Institute of Peace); Department of Political Science (Emory University); Visiting Fellow in the Middle East Program (Jimmy Carter Center); Professor (Sciences-Po in Paris and the University of Chicago); Editorial Board for Journal of Democracy (1992-Present); Chairman Foundation on Democratization and Political Change in the Middle East (1992-Present)

Overseas Experience: Taught in France; Studied in Jerusalem; Lived and studied in Egypt for three years; Field work in Iran, Indonesia, Morocco, Tunisia and Kuwait; Visiting Professor of Kuwait Gulf Studies at Sciences Po; current faculty member for St. Martin-Georgetown University Program in Public Policy in Buenos Aires; Visiting Professor in Latin American Faculty of Social Sciences, Mexico City

Language Proficiency Arabic: 5, French: 5, Hebrew: 2

Percent time dedicated to area/international studies: 100%

Courses Taught: Third World Politics; Theories of Political Development; The Politics of Economic Reform

Research/training specialization: Democratization and political reform in the Middle East

Selected recent publications: *Reinventing Khomeini, The Struggle for Reform in Iran*, (University of Chicago Press, 2001); *Identity, Conflict and Reform in the Muslim World, Challenges for US Engagement* (USIP Press, 2009), co-edited with Dinah Shehata; *Power and Political Change in Iran: The Politics of Contention and Conciliation*, co-edited with Farideh Farhi (Indiana University Press, 2016); "Theorizing the Arab Spring," in Marc Lynch (ed.), *The Arab Uprisings Explained: New Contentious Politics in the Middle East*, (Columbia University Press: 2014).

Number of dissertations/theses supervised in past 5 years: 2

Distinctions: Smith Richard Foundation Research Award (2009); MacArthur Foundation Research Award (2002); Morton Grodzins Lectureship Prize, University of Chicago, Department of Political Science (1989)

Name: Daniel Byman

Position: Vice Dean for Undergraduate Affairs in the School of Foreign Service; Professor, Security Studies Program

Tenure State: Tenured

Education: PhD, Political Science, MIT

B.A. Comparative Religion, Amherst College

Academic Experience: Professor, School of Foreign Service (Georgetown, 2009-Present); Associate Professor (Georgetown, 2005-2009); Assistant Professor (Georgetown, 2003-2005); Professional Staff Member with the Joint 9/11 Inquiry Staff of the House and Senate Intelligence Committee; Research Director of the Center for Middle East Public Policy at the RAND Corporation; Analyst on the Middle East for the U.S. government; Senior Fellow at the Center for Middle East Policy

Overseas Experience: N/A

Language Proficiency: N/A

Percent time dedicated to area/international studies: 100%

Courses Taught: Security Problems in the Persian Gulf

Research/training specialization: International Security

Selected recent publications: *Al Qaeda, the Islamic State, and the Global Jihadist Movement: What Everyone Needs to Know* (Oxford UP, 2015); “Explaining Al Qaeda’s Decline,” *Journal of Politics* (2017) and “Understanding the Islamic State,” *International Security* (Spring 2016); *A High Price: The Triumphs and Failures of Israeli Counterterrorism* (Oxford UP, 2011); “Explaining Western Responses to the Arab Spring,” *Journal of Strategic Studies*, Vol. 36, no. 2 (May 2013), 289-320; “Fighting Salafi-Jihadist Insurgencies: How Much Does Religion Really Matter?” *Studies in Conflict and Terrorism* (April 2013); “Curious Victory: Explaining Israel’s Suppression of the Second Intifada,” *Terrorism and Political Violence* (November 2012), 825-852; “Regime Change in the Middle East: Problems and Prospects,” *Political Science Quarterly* (Spring 2012), 25-46; “Keeping on Offense,” In Benjamin Wittes, *Campaign 2012: Twelve Independent Ideas for Improving American Public Policy* (Brookings Institution Press, 2012), 204-214.

Number of dissertations/theses supervised in past 5 years: 8

Distinctions: None

Name: Irene Calis

Position: Adjunct Assistant Professor

Tenure State: non-tenure track

Education: PhD Anthropology, London School of Economics and Political Science (LSE) (2012); MSc Social Anthropology, LSE (2004); MA Pacific Islands Studies, University of Hawai‘i, Honolulu (1999); BA Anthropology, University of Maryland (1996)

Academic Experience: Lecturer, Department of Anthropology, University of Maryland (2017); Andrew Mellon Fellow & Visiting Lecturer Rhodes University, South Africa (2014-2016); Lecturer & Undergraduate Supervisor, Faculty of Asian & Middle Eastern Studies, University of Cambridge, UK (2012-2013)

Overseas Experience: Taught at Rhodes University, South Africa, University of Cambridge, UK, and the University of Hawaii, Oceania; Living and working among Palestinian farm communities

Language Proficiency: Arabic (5); French (3)

Percent time dedicated to area/international studies: 100%

Courses Taught: Palestine and the Global South; Development/Aid/Conflict: MENA

Research/training specialization: Palestinian farming communities throughout the West Bank

Selected recent publications: 70 Years Of Nakba: Where Can Palestinians Go From Here? Getting The Problem Right, Al Shabaka (2018); Routine and rupture: The everyday workings of abyssal (dis)order in the Palestinian food basket, *American Ethnologist* (2017); “Aid & Occupation: Maintaining the Status quo in Palestine.” *Journal for Palestine Studies*, Vol 42 (3): 10-28. Spring (2013)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Emirates PhD Support for Middle East Studies (2011) Middle East Centre, LSE; Alfred Gell Award, Dept. of Anthropology, LSE (2008); Rosemary and Raymond Firth Award, Dept. of Anthropology, LSE (2006)

Name: Jocelyne Cesari

Position: Associate Professor, Department of Government (since 2012)
Senior Fellow, Berkeley Center for Religion, Peace, and World Affairs

Tenure State: Non-tenured

Education: PhD, Political Science, University of Aix-en-Provence

Academic Experience: Chair of religion and politics at the University of Birmingham, Minerva Chair (National Defense University, 2011-2012), Tenured Professor (French National Center for Scientific Research), Professorships at Columbia University, Harvard University, Johns Hopkins University

Overseas Experience: Egypt, Turkey, Iraq, Pakistan, Tunisia

Percent time dedicated to area/international studies: 75%

Courses Taught: Political Violence in the Name of God; Religion, Society and Governance; Seminar: Arab Spring Lessons; Seminar: Understanding the Role of Islam in Politics

Research/training specialization: Islam and Globalization, Islam and secularism, immigration, Middle East Politics, Democratization, Muslims in Europe/US

Selected recent publications: *What is Political Islam?* Boulder, CO: Lynne Rienner Publishers, 2018; *Islam, Gender and Democracy in a Comparative Perspective*. London: Oxford University Press, 2017; (Co-authored with Jose Casanova) (Translated into Arabic) *The Awakening of Muslim Democracy: Religion, Modernity and the State*. New York: Cambridge University Press, 2014; *Why the West Fears Islam: An Exploration of Islam in Western Liberal Democracies* (Palgrave MacMillan, 2013); *When Islam and Democracy Meet: Muslims in Europe and in the United States*. (Palgrave MacMillan, 2014); "Islam and Muslims Political Participation" (Politics and Religion Journal, 2014); *The Awakening of Muslim Democracy: Religion, Modernity and the State* (Cambridge UP, 2013); *Muslims in the West After 9/11: Religion, Politics and Law* (Routledge, 2010)

Number of dissertations/theses supervised in past 5 years: 5

Distinctions: President Elect of the European Academy of Religion

Name: Ananya Chakravarti

Position: Assistant Professor of History

Tenure State: Tenure track, untenured

Education: PhD- University of Chicago, History 2012; MA- University of Chicago, 2007; A.B.- Princeton University, Economics, 2005

Academic Experience: 2012-2013 Max Weber Postdoctoral fellow, European University Institute; 2013-2015 Abdelhadi H. Taher Professor of Comparative Religion, The American University in Cairo; 2015-present Assistant professor of history, Georgetown University

Overseas Experience: SSRC International Dissertation Fellowship 2020-2011; 2012-2013 Max Weber Postdoctoral fellow, European University Institute; 2013-2015 Abdelhadi H. Taher Professor of Comparative Religion, The American University in Cairo

Language Proficiency:

Percent time dedicated to area/international studies: 100%

Courses Taught: Undergraduate: Modern South Asia; Empires and Diaspora in the Indian Ocean; How South Asia shaped the world; Women, Film and Indian History; Graduate: Locating History: Space and Scale in Historical Analysis

Research/training specialization: Early Modern South Asia, colonial Latin America, Portuguese Empire, History of religion

Selected recent publications: "The Empire of Apostles: Religion, Accommodation and the Imagination of Empire", Oxford University Press, 2018; "Mapping 'Gabriel': Space, identity and slavery in the late sixteenth century Indian Ocean," *Past & Present*, forthcoming (May, 2019)

Number of dissertations/theses supervised in past 5 years: 0 (currently serving on 3 committees, newly admitted student for whom I am primary advisor)

Distinctions: American Institute of Indian Studies Senior Fellowship through NEH for "superior scholars/Indologist" for research for Next monograph, "The Konkani: Regional History on an Indian Ocean coast," 2018-2019; Pilot grant for "Changing the bases of humanistic study at AUC," with Hakem al-Rustom and Nathaniel Bowditch, Andrew W. Mellon Foundation (2014-2015) (50,000USD- the pilot grant eventually led to the grant to fund the HUSS Lab at AUC for over 1 million USD); Pilot project from British Library's Endangered Archives Programme to create a digital archive of Indian Christian manuscripts in Goa, India (EAP636, 2013)

Name: Sinan Ciddi

Position: Visiting Assistant Professor, SFS; Executive Director of the Institute of Turkish Studies

Tenure State: Not Tenure Track

Education: PhD Political Science, School of Oriental and African Studies
MA Political Science, Exeter University
MA Turkish Studies, School of Oriental and African Studies
BS Management, King's College, London

Academic Experience: Visiting Assistant Professor (Georgetown, 2011-Present); Head of the Turkish Studies Program (University of Florida, 2008-2011)

Overseas Experience: Born in Turkey and Turkish Country Analyst for *The Economist*; Britain

Language Proficiency: Turkish 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Turkish Foreign Policy; Government and Politics of Turkey

Research/training specialization: Contemporary Turkish Politics and Foreign Policy

Pedagogical Training: 2003 Royal Society of Arts: Certificate of English Language Teaching for Adults (CELTA), International House London

Selected recent publications: "Political Opposition in Turkey: From Political Parties to the Gezi Protests." *Georgetown Journal of International Affairs* (2014); with Berk Esen. "Turkey's Republican People's Party: Politics of Opposition Under a Dominant Party System," *Turkish Studies* (2014); "Turkey's September 12, 2010 Referendum," *Middle East Review of International Affairs*, 15:4; with Berk Esen, "Turkey's 2011 Elections: An Emerging Dominant Party System?" *Middle East Review of International Affairs*, 15:3; *Kemalism in Turkish Politics: The Republican People's Party, Secularism and Nationalism* (Routledge, 2009)

Number of dissertations/theses supervised in past 5 years: None

Distinctions:

Name: Elliott Colla

Position: Associate Professor, Department of Arabic and Islamic Studies

Tenure State: Tenured

Education: PhD, Comparative Literature, UC Berkeley
MA, Comparative Literature, UC Berkeley
BA, Middle Eastern Studies, UC Berkeley

Academic Experience: Associate Professor (Georgetown University); Associate Professor, Department of Comparative Literature (Brown University); Director, Middle East Studies (Brown University)

Overseas Experience: Egypt, Tunis, Palestine, France, Spain, Mexico

Language Proficiency: Arabic: 5; French: 2; Spanish: 2; Italian: 2

Percent time dedicated to area/international studies: 100%

Courses Taught: Alf layla wa-layla, Arabic-English Translation, Palestinian Literature, Mahmoud Darwish, The Arab Novel

Research/training specialization: Modern Arabic literature; Literary theory; Translation theory and practice

Selected recent publications: "Revisiting the Question of Novel/Nation," *Journal of Palestine Studies* 46:2 (Winter 2017); "A Veteran Novel That Finds No Redemption in War," *The Intercept* (August 2016); Baghdad Central (Bitter Lemon Press, 2014); Conflicted Antiquities: Egyptology, Egyptomania, Egyptian Modernity (Duke University Press, 2008); "Miramar and Postcolonial Melancholia," In *Approaches to Teaching the Works of Naguib Mahfouz*, eds. Susan Muaddi-Darraj and Wail Hassan (New York: Modern Language Association of America, 2011), 171-183.

Number of dissertations/theses supervised in past 5 years: 1

Distinctions: English PEN Writers in Translation Supporting Award, 2012, for Arabic-to-English translation of *The Lady from Tel Aviv*, by Rabai al-Madhoun

Name: Ahmad Dallal

Position: Dean of Georgetown University in Qatar; Professor

Tenure State: Tenured

Education: Phd, Columbia University, 1990

Academic Experience: Smith College (1990-1994), Yale University (1994-2000), Stanford University (2000-2003), Georgetown University (2003-2009), American University of Beirut (Provost, 2009-2015, Professor of History 2015-75). Georgetown University in Qatar (Dean, 2017-present)

Overseas Experience: American University of Beirut, Georgetown University in Qatar

Percent time dedicated to area/international studies: 100%

Courses Taught: Islamic History, Islamic Civilization, History of Islamic Science, Modern Islamic thought and Movements, Islam on the Eve of Modernity, the Qur'an..

Research/training specialization: History of Islamic Science; Early modern Islamic thought and movements, Islamic law

Selected recent publications: *Islam, Science and the Challenge of History*. Yale University Press, (2010).; *The Political Theology of ISIS: Prophets, Messiahs, and the Extinction of the Grayzone*, Tadween Publishing, George Mason University, (2017).; *Islam Without Europe: Traditions of Reform in Eighteenth Century Islamic Thought*. University of North Carolina Press, (2018).; "The Message and Its Impact," in Zafar Ishaq Ansari and Isma'il Ibrahim Nawwab, eds., *The Different Aspects of Islamic Culture: Volume One: The Foundations of Islam*. Paris: UNESCO Publishing, (2016). 297-320.; "The Crisis of the Academic Humanities in the Arab World," *Comparative Studies in South Asia, Africa, and the Middle East*. Vol. 37, No. 1 (Duke Uni. Press, 2017): 134-141.; "Rethinking Authority: Trends in Eighteenth Century Hadith Studies," *Islam in der Moderne; Moderne im Islam. Eine Festschrift fur Reinhard Schulze*. (Brill, 2018).

Number of dissertations/theses supervised in past 5 years: 5

Distinctions: In 2012, Kuwait Prize, Kuwait Foundation for the Advancement of Science; Arabic and Islamic Scientific Heritage; In 2008, Terry Lectureship, Yale University, February 15-March 1; In 2007-2008, Carnegie Scholar, Islam, Science, and the Challenge of History In 2003-2004, National Endowment for the Humanities Fellowship: Traditions of Reform in Eighteenth-Century Islamic Thought

Name: Marwa Daoudy

Position: Assistant Professor, Center for Contemporary Arab Studies

Tenure State: Tenure-track

Education: PhD, International Relations, Graduate Institute for International Studies Geneva, Switzerland

MA, International Relations, History, and International Politics, Graduate Institute for International Studies, Geneva, Switzerland

BA, International Relations (International Politics, Economics, and Law) Graduate Institute for International Studies, Geneva, Switzerland

Academic Experience: Assistant Professor (Georgetown University, 2014-Present); Lecturer of Politics and International Relations of the Middle East (St. Antony's, Oxford University), Sept. 2010- Sept. 2013; Visiting Lecturer in International Affairs (Princeton University's Woodrow Wilson School of Public and International Affairs), Sept. 2011-July 2012; Visiting Professor for International Organizations MBA Feb. 2008-Feb. 2010 Univ. of Geneva (HEC); Lecturer of Political Science in Graduate Institute of International and Development Studies, Sept. 2004-Aug.2009

Language Proficiency: Arabic 5; French 5; Spanish 4; Italian 2

Percent time dedicated to area/international studies: 100%

Courses Taught: International Relations of the Middle East; Environmental Security and Conflict; Negotiation Theory and Practice; The Politics of Water

Research/training specialization: International Relations/Political Science; Classical Arabic/Civilizations,

Selected recent publications: "The Structure-Identity Nexus: Syria and Turkey's Collapse (2011)." *Cambridge Review of International Affairs*. 2016. 29(3): 1074-1096 ; "Beyond Conflict? The Securitization of Water in Syrian-Turkish Relations" in Hinnebusch and Tur, eds., *Turkey-Syria Relations: Between Enmity and Amity* (Ashgate Publishers, 2013), 133-144; "Sectarianism in Syria: Myth and Reality" *Open Democracy*, July 22, 2013; "Syria's Perilous Arab Spring" in *After the Spring: Prospects for the Arab World in 2013* (United Nations Association of the United Kingdom, 2013), 62-66

Number of dissertations/theses supervised in past 5 years: 4

Distinctions: Ernest Lémonon Prize, Academy of Moral and Political Sciences, Institute of France, Paris, 2005.

Name: Paula Doyle

Position: Adjunct Professor

Tenure State: Untenured

Education: B.A. University of Colorado Boulder
B.S. University of Colorado Boulder

Academic Experience: Executive Leadership, Northwestern University (2008); Georgetown University

Overseas Experience: Led three CIA stations in Europe, the Levant, and Asia. Served as a Foreign Service Officer in three embassies in Latin America and Europe

Percent time dedicated to area/international studies: 100%

Courses Taught: Turkey and the Levant

Research/training specialization: Security Studies

Selected recent publications: none

Number of dissertations/theses supervised in past 5 years: none

Distinctions: CIA Team Trailblazer Award (2007)

Name: Amira El-Zein

Position: Associate Professor at Georgetown University in Qatar

Tenure State: Tenured

Education: PhD, Arabic Literature, Georgetown University

Academic Experience: Professor (Georgetown University in Qatar, 2008-present); Assistant Professor and Director of Arabic Program (Tufts University, 2002-2008)

Overseas Experience: Teaching in Qatar

Language Proficiency: Arabic: 5; French: 5; Italian: 3; Spanish: 3.

Percent time dedicated to area/international studies: 100%

Courses Taught: Intro into Arabian Nights; Modern Arabic Poetry; War & Memory in contemporary Arabic Writing; The Fantastic in Arabic Writing; Identity & Globalization in Arabic Writing; Love from Human to Divine in Islam; Arabic Gulf Literature; Islam & Gender in Travel Literature East & West; Heritage & Modernity in Arabic lit.; The Modern Arabic Novel.

Research/training specialization: Arabic Literature, Comparative Literature, comparative folk literature, gender, and comparative mysticism

Selected recent publications: *The Jinn and Other Poems* (2006); *Culture, Creativity and Exile* (co-edited, 1996); *Islam, The Arabs, and the Intelligent World of the Jinn* (2009); *Creativity & the Sacred* (2017); *Book of poetry in Arabic* (2018)

Number of dissertations/theses supervised in past 5 years: none

Distinctions: PhD. with distinction

Name: John L. Esposito

Position: Founding Director, Prince Alwaleed Bin Talal Center for Muslim Christian Understanding

Tenure State: Tenured

Education: PhD, Islamic Studies, Temple University
MA, Theology, St. John's University
BA, Philosophy, St. Anthony College

Academic Experience: Founding Director, Center for Muslim Christian Understanding (1993 – 2004, 2006-Present) University Professor, Professor of Religion and International Affairs and Professor of Islamic Studies; Loyola Professor of Middle East Studies and Professor of Islamic Studies, College of the Holy Cross (1991-95)

Overseas Experience: Extensive experience in the Middle East, South and Southeast Asia

Language Proficiency: Arabic 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Religion and International Affairs; Islam and Politics; Islam and Muslim-Christian Relations; Islam, Democracy and Global Terrorism; Islam and the West; Women in Islam; Religion & Violence

Research/training specialization: Islamic Studies, Muslim-Christian relations, Religion & International Affairs

Selected recent publications:

Shariah: What Everyone Needs to Know (2018), *Islam and Democracy after the Arab Spring* (2016); *Islamophobia: The Challenges of Pluralism in the 21st Century* (2011); *What Everyone Needs to Know About Islam, 2nd Edition* (2011); *Islam: The Straight Path* 5th ed. (2016); *The Future of Islam* (New York: Oxford University Press, 2010). Publications translated into more than 45 languages.

Number of dissertations/theses supervised in past 5 years: 6

Distinctions: 2018 Doctorate Honoris Causa, Pontifical University Camillas, Madrid; 2018 Lifetime Outstanding Achievement Award, International Islamic University of Malaysia; President, American Academy of Religion, 2013; 2013 Doctor of Humane Letters, University of Sarajevo; 2013 Lifetime Achievement Award, American Council for the Study of Islamic Societies; 2011 Doctor of Humane Letters, University of Florida. Doctor of Sacred Letters, University of St. Michaels at University of Toronto (2009); President, Middle East Studies Association (1991)

Name: David Fahrenkrug

Position: Adjunct Assistant Professor, Center for Security Studies

Tenure State: Non tenure-track

Education: Ph.D. University of Chicago - Political Science (2006)

M.S. George Washington University - Aeronautics (1990)

B.S. United States Air Force Academy - Aeronautical Engineering (1988)

Academic Experience: Adjunct Professor, Georgetown University (2012-present); Director, Strategic Planning, Northrop Grumman (2014-present)

Overseas Experience: Commander, 379 Expeditionary Operations Support Squadron, Al Udeid Air Base, Qatar (June 2008-Jun 2009)

Language Proficiency: French

Percent time dedicated to area/international studies: 100%

Courses Taught: Cyberwar; The Business of Defense; Net Assessment and Strategic Thinking

Research/training specialization:

Selected recent publications:

Number of dissertations/theses supervised in past 5 years: None

Distinctions:

Name: Christine Fair

Position: Associate Professor

Tenure State: Tenured

Education: Ph.D. University of Chicago

M.A. University of Chicago

B.S. University of Chicago

Academic Experience: Senior research associate at USIP's Center for Conflict Analysis and Prevention; Senior Fellow at West Point's Combating Terrorism Center; Senior Resident Fellow at the Institute of Defense studies and Analysis; Reagan-Fascell Democracy Fellowship

Overseas Experience: Political officer with the United Nations Assistance Mission to Afghanistan in Kabul

Language Proficiency: Hindi, Urdu, and Punjabi

Percent time dedicated to area/international studies: 100%

Courses Taught: Security Issues in South Asia; Research Seminar; Pakistan: Masjid, Military & Militants

Research/training specialization: political and military affairs in South Asia

Selected recent publications: *Fighting to the End: The Pakistan Army's Way of War* (Oxford University Press); *Pakistan's Enduring Challenges* (University of Pennsylvania Press, 2015); *Policing Insurgencies: Cops as Counterinsurgents* (Oxford University Press, 2014); *Political Islam and Governance in Bangladesh* (Routledge, 2010); *Treading on Hallowed Ground: Counterinsurgency Operations in Sacred Spaces* (Oxford University Press, 2008); *The Madrassah Challenge: Militancy and Religious Education in Pakistan* (USIP, 2008); *The Cuisines of the Axis of Evil and Other Irritating States* (Globe Pequot, 2008)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Provost's Distinguished Associate Professor in the Security Studies Program at Georgetown University; member of the Council on Foreign Relations, Women in International Security, International Studies Association, American Political Science Association, and the American Institute of Pakistan Studies

Name: Hany Fazza

Position: Arabic Instructor, SFS-Qatar

Tenure State: Non tenure-track

Education: PhD Student at Lancaster University, the UK, E-Research and Technology Enhanced Learning

Masters of Science in Multidisciplinary Studies,

Buffalo State College, State University of New York

MA, Arabic as Foreign Language, American University of Cairo

BA, Arabic, Ain Shams University

Academic Experience: Instructor (Georgetown SFS-Q); Instructor (American University of Cairo); Arabic lecturer (Aarhus University)

Overseas Experience: Extensive experience in the Middle East, including in Cairo and Qatar. Also taught for two years in Denmark.

Language Proficiency: Arabic 5

Percent time dedicated to area/international studies: 100%

Courses Taught: All Arabic proficiency levels for heritage learners and non-native speakers

Research/training specialization: Teaching Arabic as a foreign language, "CALL" (Computer Language Assisted Learning), and Arabic linguistics and literature.

Selected recent publications: (Qatari Phrasebook) A mobile application published in Apple store and Google play.

Number of dissertations/theses supervised in past 5 years: None

Distinctions:

Name: Ira Forman
Position: Senior Fellow
Tenure State: Adjunct
Education: B.A. Harvard University, Government
M.B.A. Stanford University's Graduate School of Business
Academic Experience: Served for 15 years as the Executive Director of the National Jewish Democratic Council (NJDC);
Overseas Experience: U.S. State Department's Special Envoy to Monitor and Combat Anti-Semitism (SEAS) (2013-2017)
Percent time dedicated to area/international studies: 100%
Courses Taught: Contemporary Global Anti-Semitism
Research/training specialization: Judaism in America
Selected recent publications: co-edited and wrote for the reference book *Jews in American Politics*; written articles on Judaism in *Encyclopedia Judaica*; authored numerous opinion pieces in publications such as the *Washington Post*, the *Jerusalem Post*, and *New York Jewish Week*
Number of dissertations/theses supervised in past 5 years: None
Distinctions:

Name: Emma Gannagé
Position: Associate Professor, Department of Arabic and Islamic Studies
Tenure State: Tenured
Education: PhD Ancient and Medieval Philosophy, University of Paris I - Sorbonne
DEA Ancient and Medieval Philosophy, University of Paris I - Sorbonne
Maîtrise, Ancient and Medieval Philosophy, University of Paris IV - Sorbonne
Academic Experience: Associate Professor, Department of Arabic and Islamic Studies, Georgetown University (2011-Present); Visiting Associate Professor, Department of Arabic and Islamic Studies, Georgetown University (2010-2011); Visiting Assistant Professor, Department of Arabic and Islamic Studies, Georgetown University (2009-2010); Associate Professor, Université Saint-Joseph, Beirut (2007-2008)
Language Proficiency: Arabic: 5, French: 5
Percent time dedicated to area/international studies: 100%
Courses Taught: ARAB 201 (Intro. to Islamic Civilization); ARAB 366 (Islam and Identity); ARAB 526 (Political Philosophy in Classical Islam); ARAB 470 (Intro. to Arabic Philosophy and Theology); ARAB 626 (Reading in Early Kalam); ARAB 710 (Readings in Arabic Philosophy and Theology); ARAB 711 (Introduction to Edition Arabic Manuscripts); ARAB 621 (Reading Classical Texts in Arabic)
Research/training specialization: Graeco-Arabic and Islamic philosophy; Medieval Arabic Medicine
Selected recent publications: *Physical Theory and Medical Practice in the Post-Avicenna Era: Ya'qūb b. Ishāq al-Isrā'īlī (fl. 1202) on Properties (Exploratory Notes),* in S. Schmidtke (ed.), *Studying the Near and Middle East at the Institute of Advanced Study, Princeton, 1934-2018*, Gorgias Press, 2018, p. 195-205; - "Between Medicine and Natural Philosophy. Avicenna on properties (khawāṣṣ) and qualities (kayfiyyāt)," in N. al-Bizri and E. Orthman (eds.), *The Occult Sciences in Pre-Modern Islamic Culture*, Würzburg: Ergon-Verlag, in association with the Orient-Institut Beirut, Max Weber Stiftung, 2017, chap. 2, p. 41–66; "Al-Kindī, Ptolemy (and Nicomachus of Gerasa) Revisited," *Studia Graeco-Arabica* 6 (2016), p. 83-111; "The Rise of

Falsafa. Al-Kindī, On First Philosophy,” in Kh. El-Rouayheb and S. Schmidtke (eds.), *The Oxford Handbook of Islamic Philosophy*, OUP, Oxford, 2016, p. 32-62; -“Al-Kindī on the majāz and ḥaqīqa dichotomy,” *Chôra* 13 (2015), p. 173-190.

Number of dissertations/theses supervised in past 5 years: 2

Name: Ilan Goldenberg

Position: Adjunct Professor

Tenure State: N/A

Education: MIA. Columbia University - International Security Policy and Middle East
BSE and BA. University of Pennsylvania - International Studies, Arabic

Academic Experience: Senior Fellow and Director of the Middle East Security Program at the Center for a New American Security; Policy Director of the National Security Network

Overseas Experience: Chief of Staff to the Special Envoy for the Israeli-Palestinian Negotiations at the U.S. Department of State

Language Proficiency: Arabic: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: U.S. Policy in MENA since 2003; Decision Points: Iraq War; Iran & the Bomb

Research/training specialization: Middle East security

Selected recent publications: “The Pro-Assad Alliance is Coming Apart”. *Foreign Affairs*. June 2018; “Long odds for peace as Trump roils Mideast with embassy move”. *Associated Press*. May 2018.

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: Senior Professional Staff Member on the Senate Foreign Relations Committee covering Middle East issues

Name: Benan Grams

Position: Adjunct Instructor

Tenure State: Not tenure track

Education: PhD candidate in History, Georgetown University
MA, Arab Studies, Georgetown University

MA, Development Economics and International Studies, Friedrich Alexander University

BA, International Business, Georg-Simon-Ohm University for Applied Sciences

Academic Experience: Teaching Assistant in Modern Standard Arabic, Department of Arab and Islamic Studies (Georgetown University, 2012-2014); Lecturer in Modern Standard Arabic (Friedrich Alexander University, 2011-2012), Lecturer in Modern Standard Arabic (Georg-Simon-Ohm University for Applied Sciences, 2006-2012)

Overseas Experience: Germany

Language Proficiency: Arabic: 5, German: 5, French: 4, Ottoman Turkish 3

Percent time dedicated to area/international studies: 100% **Courses Taught:** Arab Intellectuals, Arab Autobiography

Research/training specialization: Modern history of the Middle East; Public health provision in Syria during WWI, Education in MENA, Islamic politics and political Islam, Economic development

Selected recent publications: None

Number of dissertations/theses supervised in past 5 years: None

Distinctions: none

Name: Sara Grayson

Position: Lecturer

Tenure State: untenured

Education: M.A. Baltimore Hebrew University - Jewish Education
B.A. Baltimore Hebrew University - Jewish Studies

Academic Experience: previously taught Hebrew language at American University, Temple Oheb Shalom in Baltimore, and Baltimore Hebrew University; online Hebrew Instructor for the U.S. Air Force; certified Oral Proficiency Interview Tester of Hebrew by American Council on Teaching of Foreign Languages

Overseas Experience: none

Percent time dedicated to area/international studies: 100%

Courses Taught: Hebrew

Research/training specialization: Linguistics, Hebrew

Selected recent publications: none

Number of dissertations/theses supervised in past 5 years: none

Distinctions: none

Name: Muhammad Habib

Position: Assistant Teaching Professor of Arabic

Tenure State: Untenured

Education: Ph.D., Al-Azhar University
MA, Al-Azhar University

BA, Islamic Studies Al-Azhar University
Calligraphy, Calligraphy Institute in Cairo

Academic Experience: Visiting Assistant Professor of Arabic, Claremont McKenna College; Arabic Instructor, Duke University; Arabic Instructor, Middlebury Language Schools

Overseas Experience: Educated in Egypt

Percent time dedicated to area/international studies: 100%

Courses Taught: Intensive First Level Modern Standard Arabic I; Intensive First Level Modern Standard Arabic II

Research/training specialization: Arabic Linguistics, Syntax, Teaching Arabic as a Foreign Language, Arabic Literature, Islamic Studies, Quranic Studies, Arabic Calligraphy

Selected recent publications:

Usul al-nahw wa masa'il al-khilafiya (Principles of Arabic Grammar and Scholarly Debates Among Medieval Grammarians)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Has given workshops on Arabic Calligraphy at universities around the country

Name: Yvonne Haddad

Position: Professor of History of Islam and Christian-Muslim Relations

Tenure State: Tenured

Education: PhD, History, Hartford Seminary
MA, Comparative History, University of Wisconsin, Madison
MRE, Religious Education, Boston University

BA, Education Psychology, Beirut College for Women

Academic Experience: Professor, (Georgetown University, 1997-present) Visiting Adjunct Professor (Georgetown University, 1994-1995); Professor (University of Massachusetts, 1986-1997)

Overseas Experience: Studied, taught in Lebanon. Extensive travel in Middle East, Asia, Europe.

Language Proficiency: Arabic: 5; French: 3

Percent time dedicated to area/international studies: 80%

Courses Taught: Islam in the West; Islamic Revolutionary Movements; Revolutionary Thought in Islam; Introduction to Arabic Culture II; Arab Intellectuals in the Modern World; Arab Christians in Modern History; Muslim-Christian Relations; Sayyid Qutb and Contemporary Islamic Thought; Islam, Women, and Social Change

Research/training specialization: Muslim-Christian Relations; Women in Islam; Qur'an and Qur'anic Exegesis; Intellectual, Social and Political History in the Arab World, Islam in the Twentieth Century; Muslims in North America; Christians in the Arab World

Selected recent publications: *Becoming American? The Forging of Arab and Muslim Identity in Pluralist America* (2011) *The Oxford Handbook of American Islam* (2016)

Number of dissertations/theses supervised in past 5 years: 4

Distinctions: Carnegie Research Fellowship in Islamic Studies to write a book on Sayyid Qutb

Name: Keren Hammerschlag

Position: Assistant Director and Assistant Professor of Jewish Civilization

Tenure State: Assistant Teaching Professor

Education: Ph.D. at Courtauld Institute of Art in 2010

Academic Experience: Wellcome Postdoctoral Research Fellow in the Centre for the Humanities and Health at King's College London

Overseas Experience: none

Language Proficiency: none

Percent time dedicated to area/international studies: 100%

Courses Taught: Jews in 19th Century Art and Culture

Research/training specialization: Judaism in Art

Selected recent publications: *Frederic Leighton: Death, Morality, Resurrection*. Ashgate, 2015. Numerous articles on Frederic Leighton in *Nineteenth-Century Art Worldwide*, *Women: A Cultural Review*, and *Victorian Studies*

Number of dissertations/theses supervised in past 5 years: 2

Distinctions: none

Name: Mehdi Hasan

Position: Adjunct Professor

Tenure State: non-tenured

Education: University of Oxford - Philosophy, Politics and Economics

Academic Experience: work with Oxford University for public debate on Islam as a peaceful religion

Overseas Experience: raised in the UK

Language Proficiency: Arabic

Percent time dedicated to area/international studies: 100%

Courses Taught: Terror, Islam and the Media

Research/training specialization: Islam

Selected recent publications: numerous articles for *Al Jazeera English*, *The Intercept*, and *The New Statesman*

Number of dissertations/theses supervised in past 5 years:

Distinctions: Named one of the 100 ‘most influential’ Britons on Twitter; Included in the annual global list of “The 500 Most Influential Muslims” in the world; Services to the Media Award, British Muslim Awards (2014)

Name: Paul Heck

Position: Full Professor, Department of Theology

Tenure State: Tenured

Education: PhD Islamic Studies, University of Chicago
MSt Classical Literature, Oxford University
BA Classical Literature, Harvard University

Academic Experience: Pontifical Institute, Arabic/Islamic Studies (PISAI), Affiliated (2015-present); Associate Professor (Georgetown University, 2008-Present); Assistant Professor (Georgetown University, 2004-2008);

Overseas Experience: Affiliated faculty in Islamic studies at Mohammed V University, Rabat, Morocco

Language Proficiency: Arabic: 5; Persian: 4; Turkish: 3; French: 5; German: 3; Classical Greek: 3; Latin: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Great Books of Islam; Gods of Abraham: Jewish, Christian, Muslim; Martyrdom: Dying for God; Skepticism: Relative Pluralism in Islam; Sufism: Spirituality and Society

Research/training specialization: History of skepticism in Islam; mysticism and the role of spirituality in Muslim society; views on martyrdom in the three monotheistic traditions; the phenomenon of theo-humanism; the emergent field of comparative scripture; issues in political theology

Selected recent publications: *Skepticism in Classical Islam: Moments of Confusion*: Routledge 2013; *Common Ground: Islam, Christianity, and Religious Pluralism*: GUP 2009; *The Construction of Knowledge in Islamic Civilization*: Brill 2002; "The Apostle Paul and the Apostle Muhammad: The Challenge of the Convert," *Islamochristiana* 37 (2012); *Common Ground: Islam, Christianity, and Religious Pluralism*. Washington, DC: Georgetown University Press, 2009.

Number of dissertations/theses supervised in past 5 years: 5

Distinctions: Fulbright, ‘Abd al-Malik al-Sa‘di University (2018-2019); May 2013 International Exchange Alumni Member of the Month for fostering mutual understanding with faculty at Mohammed V University in Rabat, Morocco

Name: Michael C. Hudson

Position: Emeritus; Seif Ghobash Professor of International Affairs & Arab Studies

Tenure State: Tenured/Emeritus

Education: PhD, Political Science, Yale University
MA, Political Science, Yale University

BA, Swarthmore College

Academic Experience: Professor Emeritus (Georgetown University, 1976-2010); Director of CCAS (Georgetown, 1976-1982; 1984-1989, 2004-2006, 2007-2010); First Director of the Middle East Institute and Professor, National University of Singapore, 2010-2014; Associate Professor (SAIS, Johns Hopkins University, 1970-75), Associate Professor, Brooklyn College, City University of New York, 1966-1970

Overseas Experience: taught in Australia, Britain, Egypt, France, Iran, Indonesia, Israel, Italy, Jordan, Lebanon, Morocco, Palestine, Saudi Arabia, Singapore, Syria, Turkey, UAE, Yemen

Language Proficiency: Arabic: 4; French: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Arabs and the Middle East in International Politics; Palestinian Politics; Deeply Divided Societies; Politics of Syria and Lebanon; Network Politics/Culture in the Middle East; Comparative Politics of Middle East

Research/training specialization: political liberalization; politics in divided societies; Lebanese politics; US Middle East Policy; Gulf Security; the Arab-Israeli conflict

Selected recent publications: His most recent books, of which he is co-editor and contributor, are *Gulf Politics and Economics in a Changing World*, (Singapore: World Scientific, 2014) and *The Arab Uprisings: Catalysts, Dynamics, and Trajectories* (Lanham, MD and London: Rowman and Littlefield, 2015). **Articles:** “After the ‘Arab Spring’: Emergent Democracy vs. Resurgent Authoritarianism,” In *Modern Middle East Authoritarianism: Roots, Ramifications and Crisis* edited by Nouredine Jebnoun, Mehrdad Kia, and Mimi Kirk. London and New York: Routledge, 2014); “US Middle East Policy and the Arab Spring.” In *The Arab Spring: Will it Lead to Democratic Transitions?* edited by Clement Henry and Jang Ji-Hyang (Seoul: The Asan Institute for Policy Studies, 2012).

Number of dissertations/theses supervised in past 5 years: 2

Name: Nouredine Jebnoun

Position: Visiting Associate Professor, Center for Contemporary Arab Studies

Tenure State: Adjunct

Education: PhD, Political Science, Sorbonne University (Paris)
MAS International Relations, Sorbonne University (Paris)
BA International Relations, Institute of High International Studies (Paris)

Academic Experience: Adjunct Assistant Professor, NATO Defense College;

Overseas Experience: Study in Paris and Rome. Worked in the Tunisian Ministry of National Defense.

Language Proficiency: Arabic 5; French 5; Italian 2

Percent time dedicated to area/international studies: 100%

Courses Taught: Continuity and Change in North Africa’s Politics; Uprisings and Prospects for Change in the Arab World; Struggle for Democracy in North Africa; State, Power and Politics in the Arab World; North Africa’s Contemporary Politics; Islamist Movements: Religion and Politics in the Arab World; Civil-Social Activism in North Africa; Arab Comparative Civil Military Relations

Research/training specialization: Arab Politics; Islamist Politics; Authoritarianism; Political Transition and Democratization; Social Class and Inequality; US Foreign policy in the Middle East; Political Violence; Security Issues; Civil-Military Relations/Security Sector Reform-Transformation

Selected recent publications: *Tunisia's National Intelligence: Why "Rogue Elephants" Fail to Reform* (Washington, D.C.: New Academia Publishing & Center for Contemporary Arab Studies, 2017); Principal co-editor & contributor with Mehrdad Kia and Mimi Kirk, *Modern Middle East Authoritarianism: Roots, Ramifications, and Crisis* (London; New York: Routledge, 2013 & 2015); *L'espace méditerranéen: Les enjeux de la coopération et de la sécurité entre les rives Nord et Sud à l'aube du XXIème siècle [The Mediterranean Region: the Implications of Security and Cooperation between the Northern and Southern Shores at the Dawn of the Twenty First Century]* (Rome: NATO Defense College, 2003)

Number of dissertations/theses supervised in past 5 years:

Distinctions: Mediterranean Dialogue Fellowship Grant Recipient (2001)

Name: Irene Jillson

Position: Associate Professor on Research Track, Georgetown University

Tenure State: Non-tenure track

Education: PHD, Technology Management, Polytechnic of Central London

BA, History and International Relations, The American University

Academic Experience: Associate Professor (Georgetown University, 2003-present), Research Consultant (College of Menominee, 1999-2003), Faculty Member (Antioch University at Baltimore, 1980-1982), Lecturer and Consultant, School of Hygiene and Public Health (Johns Hopkins University, 1974-1982); lecturer, multiple universities, including in Brazil, Canada, Sweden, and Tunisia.

Overseas Experience: Yemen, Egypt, Jordan, Tunisia, Palestine, Tajikistan, Pakistan, Costa Rica, El Salvador, Guatemala, Peru, Brazil

Language Proficiency: Spanish: 4, French: 3, Portuguese: 2; Arabic: 2

Percent time dedicated to area/international studies: 25%

Courses Taught: Designed and taught: Global Health Systems and Politics, Global Health Ethics, Global Health Research, Challenges to International Technology Policy, Responsible Science, Regulatory Science: the Global Context

Research/training specialization: youth and community engagement in peace-building; youth inclusion; responsible science generally and bioethics specifically; adolescent and woman's health; integrated systems and services; public health

Selected recent publications:

Loffredo C, Shaker YE, **Jillson IA**, Boulos DNK, Saleh DA, Garas M, Samuel P, Ostrowski M-J, Sun X, Chen X, Shander B, Amr S. (2017) Prevalence and Correlates of Substance Abuse by Egyptian School Youth. *International Journal of Alcohol and Drug Research*; K Hamdi, J Blancato, D Goerlitz, MD Islam, B Neili, F Ben Ayed, S Chivi, CA Loffredo, **I Jillson**, Jillson I, Faez Z, Kabbara K, Cousin C, Mumford W, Blancato J. (2015) Knowledge and Practice of Colorectal Screening in a Suburban Group of Iraqi American Women. *J Canc Educ* (2015) 30:284–293 DOI 10.1007/s13187-015-0813-4; Loffredo CL, Boulos D, Saleh D, Jillson IA, Garas M, Loza N, Samuel P, Shaker YE, Ostrowski MJ, Amr S (2015) Substance Use by Egyptian Youth: Current Patterns and Potential Avenues for Prevention; Baroudi O., Ben Chaaben, A., Mezlini A., Moussa, A., Omrane, I., **Jillson, I.**, Benammar-Elgaaied, A., & Chabchoub, S. (2014). Impact of lifestyle factors and nutrients intake on occurrence of gastrointestinal cancer in the Tunisian population. *Tumor Biology*, 35(6), 5813-5822. doi 10.1007/s13277-014-1771-x; "Knowledge and Perceptions of Hepatitis C Infection and Pesticides Use in Two Rural Villages in Egypt" (BioMedCentral, 2014), "Health rights, health

ethics, and adolescence: Addressing current challenges, ensuring a just future” (Adolescent Medicine State of the Art Review, 2011),

Number of dissertations/theses supervised in past 5 years: (Doctoral and Masters’ Degree level only; does not include undergraduate honors theses -- completed only, not in process: 13

Distinctions: (selected) Georgetown University 2018 Matteo Ricci SJ Prize (program's motto: *mentis vita pro vita mundi*, the life of the mind for the life of the world); 2015, Faculty Research Recognition Award, Georgetown University Medical Center; 2012, Member, Study Team ‘Gold Medal,’ World Bank International Scholarship Award; Most Exemplary Keynote Presentation, National Institute on Genetic Research, Tehran, July, 2011

Name: Nahid Kabir

Position: Adjunct Professor

Tenure State: Non-tenured

Education: PhD. The University of Queensland, Brisbane, Australia

M.A. The University of Queensland, Brisbane, Australia

B.A. The University of Dhaka, Bangladesh

Academic Experience: Senior research fellow at the University of South Australia (2011-2015); visiting fellow at the Center for Middle Eastern Studies at Harvard University (2009-2011)

Overseas Experience: Significant time and academic experience in Australia and Bangladesh

Percent time dedicated to area/international studies: 100%

Courses Taught: Intro to Muslim American Studies

Research/training specialization: Islam and Identity in America

Selected recent publications: *Young American Muslims: Dynamics of Identity*. Edinburgh: Edinburgh University Press 2013. *Muslim Americans: Debating the Notions of American and Un-American*. London: Routledge. 2017. Nahid Afrose Kabir. “The Road to a Transcultural America: The Case of American Muslim Girls”, *Journal of Intercultural Studies*, Vol. 37, No. 3, 2016. pp. 250-264.

Number of dissertations/theses supervised in past 5 years: none

Distinctions: On April 23, 2018, Dr. Nahid A. Kabir was invited to be on the Expert Advisory Panel for the Reporting Islam Project at Griffith University, Brisbane, Australia. As an UNESCO author, Dr Nahid Afrose Kabir was invited to speak at the Sharjah International Book Fair at Sharjah, United Arab Emirates, November 5-8, 2016.

Name: Mehran Kamrava

Position: Director of the Center for International and Regional Studies and Professor at Georgetown University-Qatar

Tenure State: Senior Core Faculty

Education: PhD, Social and Political Science, University of Cambridge

BA, Political Science and History, California State University, Northridge

Academic Experience: Interim Dean, School of Foreign Service-Qatar (Georgetown); Director, Center for International and Regional Studies; Professor of Government, Georgetown University-Qatar; Assistant, Associate, and Professor of Political Science (California State University, Northridge)

Overseas Experience: Fieldwork and research in Iran, Egypt, Lebanon, Israel, Jordan, Morocco, Kuwait, Bahrain, Oman, Qatar, Saudi Arabia, United Arab Emirates; living and working in Qatar

Language Proficiency: Farsi: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: International Relations of the Middle East; Comparative Politics of the Middle East; Revolutions in Comparative Perspective; Graduate Seminar in Comparative Politics; Graduate Seminar in Political Development, Arab-Israeli Conflict,

Research/training specialization: Middle East Politics, Iran

Selected recent publications: *Troubled Waters: Insecurity in the Persian Gulf* (Cornell University Press, 2018); *Inside the Arab State* (Oxford University Press, 2018); *The Impossibility of Palestine: History, Geography, and the Road Ahead* (Yale University Press, 2016); “Leading the Faithful: Religious Authority in the Contemporary Middle East,” *Sociology of Islam*, Vol. 6, No. 2, (2018), pp. 97-115; “Hierarchy and Instability in the Middle East Regional Order,” *International Studies Journal*, Vol. 14, No. 4, (Spring 2018), pp. 1-35; *The Modern Middle East: A Political History Since World War I*, 3rd ed. (Berkeley, 2013); *Qatar: Small State, Big Politics* (Cornell, 2013)

Number of dissertations/theses supervised in past 5 years: 6

Distinctions: Co-Lead Principle Investigator on National Priorities Research Program (NPRP) grant \$802,564 for research on “Safeguarding Food and Environment in Qatar” (2015-18); Co-Lead Principle Investigator on National Priorities Research Program (NPRP) grant \$600,000 for research on “Emerging Sectarian Fault Lines, Regional Security and the Arab Revolution” (2013-16); International Co-Investigator on Economic & Social Research Council (ESRC) grant; £417,000 for research on “Renegotiating the Social Contract in the GCC: State-Business Relations and Reform in the Oil Rentier Monarchies” (2012-16)

Name: Muhammad Kassab

Position: Adjunct Instructor, Department of Arabic and Islamic Studies

Tenure State: Not tenure-track

Education: PhD Arabic Language and Literature, Georgetown University
MA Arabic Thought and Middle Eastern Studies, Columbia University
MA Arabic Language and Literature, American University of Beirut
BA, Lebanese University

Academic Experience: Adjunct Instructor (Georgetown); Arabic Language Specialist (George Washington University);

Overseas Experience: Lebanon

Language Proficiency: Arabic 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Map of the Arab World

Research/training specialization: Classical dialects of medieval Arabic, linguistic variation, methodologies of teaching, and the image of the other and the interaction between the Arab world and Western modernity as described during the medieval period and 19th century Arabic writings.

Selected recent publications: None

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Omar Khalifah

Position: Assistant Professor, Arabic Literature and Culture, SFS-Qatar

Tenure State: Tenure-track

Education: PhD Middle Eastern, South Asian, and African Studies, Columbia University

Academic Experience: Assistant Professor (Georgetown University, SFS-Q); Teaching Assistant at Columbia University; Arabic Senior Instructor, Columbia University Summer Program in Amman and New York

Overseas Experience: Qatar, Egypt, Arabic Senior Instructor in Amman

Language Proficiency: Arabic: 5, Spanish: 4, Persian: 4, Italian: 2; Hebrew: 2; German: 2

Percent time dedicated to area/international studies: 100%

Courses Taught: Arab Film; Arabic Short Story; Arabic Drama; Autobiography in the Arabic Tradition Migration and Exile in Modern Arabic Exile; Freedom in Modern Arabic Literature

Research/training specialization: Arabic Literature, Language and Culture, Palestine, Secularism and Sectarianism in the Middle East, The History of Modern Egypt, Arabic Cinema

Selected recent publications: “Anthologizing Arabic Literature: The Longman Anthology and the Problems of World Literature.” *Journal of World Literature*, Vol. 2, No. 4, 2017, pp. 512-526; *Nasser in the Egyptian Imaginary* (Edinburgh University Press, Forthcoming); “Filiation or Affiliation: Nasser and Children in Egyptian Literature.” *Middle East Critique*, Vol. 24, No. 4, 2015, pp. 329-343

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Faculty Research Grant, Georgetown School of Foreign Service in Qatar, 2014, 2015.

Name: Fatima Kharbouch

Position: Assistant Teaching Professor

Tenure State: N/A

Education: BA, Philosophy, Sociology, Jamiat Mohammed Al-Khamiss, Rabat

Academic Experience: Arabic Instructor (Georgetown, 2004-Present)

Overseas Experience: Teaching in Morocco (Philosophy & Arabic language teacher)

Language Proficiency: Classical & Modern Standard Arabic: 5; North African Colloquials: 5; French: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Arabic Conversation; Non-Intensive Arabic; Media Arabic

Research/training specialization: Arabic Language

Pedagogical Training: ACTFL OPI Workshop training (2005, 2014); **Certification :** ACTFL OPI Tester of Arabic with full Certification for 4 years period commencing on July 13, 2017 and ending on July 12, 2021

Selected recent publications: N/A

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Hanaa Kilany

Position: Visiting Assistant Professor

Tenure State: Not tenure-track

Education: PhD, Islamic Studies, University of Pennsylvania

Academic Experience: Professor (American University in Cairo), Washington University

Overseas Experience: Taught in Egypt, co- directed and directed Georgetown Summer Overseas program.

Language Proficiency: Arabic: 5; Farsi: 2

Percent time dedicated to area/international studies: 100%

Courses Taught: Modern Standard Arabic, all levels; Media Arabic, Arabic Drama

Research/training specialization: Literature

Pedagogical Training: “Curriculum and Assessment – Development Workshop,” Faculty of Languages and Literature at GU; ACTFL OPI Evaluator Training (2010)

Selected recent publications: None

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Laurie King (formerly Laurie King-Irani)

Position: Associate Teaching Professor, Department of Anthropology

Tenure State: Full time non-tenure line (FTNTL)

Education: BA in English Literature from Duquesne U in 1981; PhD in Anthropology and Middle Eastern Studies from Indiana University-Bloomington in 2002.

Academic Experience: *Professor at Lebanese American University, University of Victoria (BC), Catholic University, and Georgetown University.*

Overseas Experience: *Field research in Nazareth, Israel, and in Beirut, Lebanon*

Percent time dedicated to area/international studies: 40%

Courses Taught: ANTH 001: *Introduction to Anthropology*, ANTH 120: *Visual Anthropology*, ANTH 282: *Anthropology of Human Rights*, ANTH 280: *Urban Anthropology*, MAAS 503: *Mass Media, Pop Culture and Youth Culture in the Contemporary Arab World*, and ANTH 175 *Crisis and Creativity in the Arab World*.

Research/training specialization: Sociocultural and Linguistic Anthropology

Selected recent publications:

Universal Jurisdiction for Humanitarian Crimes: The Belgian Experiment (London: Routledge Press, Ltd.). Forthcoming.

“Globalization in Application: The Syrian Situation Today,” in Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, eds., *Perspectives: An Open Invitation to Cultural Anthropology* <<http://perspectives.americananthro.org>> (Washington, DC: American Anthropological Association, 2017).

“Exiled to a Liminal Legal Zone: Are we all Palestinians Now?” in Richard Falk, Balakrishnan Rajagopal, and Jacqueline Stevens, eds., *International Law and the Third World: Reshaping Justice* (London: Routledge-Cavendish, 2009)

“Kinship, Ethnicity, and Social Class: Strategies for Survival in the Middle East,” Chapter 10 in Deborah Gerner and Jillian Schwedler, eds., *Understanding the Contemporary Middle East*, Third Edition (Boulder, CO: Lynne Rienner Publishers, 2008).

Number of theses supervised in past 5 years: four (two of them were related to the Arab World)

Distinctions: Recipient of a Doyle Faculty Fellowship in 2013-14 and 2015-16; Recipient of a grant from the US Institute of Peace for a conference in Beirut on Acknowledgement; Forgiveness, and Reconciliation in post-war Lebanon (1994); Recipient of a Fulbright-Hayes Doctoral Dissertation Fellowship to conduct field research in Nazareth, Israel, 1992-1993.

Name: Stephen J. King

Position: Associate Professor, Government

Tenure State: Tenured

Education: PhD, Princeton University, 1997
MA, Princeton University
MA University of Florida
BA, Hons. University of Florida

Academic Experience: Associate Professor, Government (Georgetown); Assistant Professor (Georgetown); Co-founder and Vice President of the Maghreb Center; Associations with CCAS and the African Studies Program at Georgetown

Overseas Experience: Lived in rural communities in Morocco; Fieldwork research in Tunisia

Language Proficiency: Arabic: 4; French: 4

Percent time dedicated to area/international studies:

Courses Taught: Introduction to Comparative Politics; Politics of North Africa; Authoritarianism in Comparative Perspective; The Middle East in Comparative Perspective; Politics of the Third World; Arab Politics in Transition; Islam and Democracy

Research/training specialization: North Africa, Middle East, democracy, Tunisia

Selected recent publications: *The New Authoritarianism in the Middle East and North Africa* (Indiana UP, 2010); ; "Sustaining Authoritarianism in the Middle East and North Africa" (Political Science Quarterly, Fall 2007); *Liberalization Against Democracy: The Local Politics of Economic Reform in Tunisia* (Indiana UP, 2003)

Number of dissertations/theses supervised in past 5 years: 1

Distinctions:

Name: Daniel Madigan

Position: Associate Professor, Department of Theology; Senior Fellow, Center for Muslim-Christian Understanding; Associate faculty, Department of Arabic and Islamic Studies.

Tenure State: Tenured

Education: PhD Islamic Religion, Columbia University
MPhil Islamic Religion, Columbia University
BD Theology, Melbourne College of Divinity
BA (Hons) History, Monash University

Academic Experience: Associate Professor (Georgetown University, 2008-Present); Assistant Professor of Islamic Studies and Interreligious Dialogue (Pontifical Gregorian University, 2000-2007); Founding Director, Institute for the Study of Religions and Cultures (Pontifical Gregorian University, 2002-2007).

Overseas Experience: Pontifical Gregorian University, Rome; Visiting Professor, Ankara University; Loyola Hall, Lahore, Pakistan 1985-1988; studied in India (1984) and Egypt (1988-1989)

Language Proficiency: Urdu 5, Italian 5, French 5, Arabic 3, Spanish 3, German 3, Biblical Hebrew 2, Syriac 2, Farsi 2, Hindi 2, Latin 2, Greek 2

Percent time dedicated to area/international studies: 100%

Courses Taught: *Undergraduate:* Exploring the Qur'an; Islamic Religious Thought and Practice; Muslims, Jews and Christians; Religious Pluralism; *Graduate:* The Qur'an and its Readers; Christian Theologies in Conversation with Islam; Major Themes in Islamic Studies.

Research/training specialization: Christian theology in conversation with Islam; Qur'anic studies (its history, context, and how it functions as an authority in Islamic tradition)

Selected recent publications: *The Routledge Companion to the Qur'ān*. Edited by Daniel A. Madigan, Maria Massi Dakake and George Archer. London: Routledge. Expected mid-2019. "Our Next Word in Common: *Mea Culpa?*" in Yazid Said and Lejla Demiri (eds.), *The Future of Interfaith Dialogue: Muslim–Christian Encounters through A Common Word*. Cambridge: Cambridge University Press, 2019. "The Gospel of John as a Structure for Muslim-Christian Understanding," in Daniel Crowther et al., (eds.), *Reading the Bible in Islamic Context: Qur'anic Conversations*. Abingdon, Oxon, and New York: Routledge, 2018, 253–270. "Global Visions in Contestation: Jesuits and Muslims in the Age of Empires." In *Jesuits and Globalization*, edited by Thomas Banchoff and José Casanova. Washington DC: Georgetown University Press, 2016, 69–91. "Thinking Outside the Box: Developments in Catholic Understandings of Salvation." With Diego R. Sarrio, in *Religious Perspectives On Religious Diversity*, edited by Robert McKim. Leiden: Brill, 2016, 63–119.

Number of dissertations/theses supervised in past 5 years: 6 and 2 in process.

Distinctions: Jeannette W. and Otto J. Ruesch Family Distinguished Jesuit Scholar 2008-

Name: Rev. Thomas Michel

Position: Senior Fellow/Distinguished Visiting Scholar

Tenure State: untenured

Education: Ph.D in Islamic Thought, University of Chicago

Academic Experience: Professor at Columbia University, New York; Professor of Islamic Studies at Sanata Dharma University in New York

Overseas Experience: Became a Jesuit priest in Yogyakarta, Indonesia in 1969; studied Arabic in Egypt and Lebanon; Head of the Office for Relations with Muslims at the Vatican; taught Christian theology in in Turkish Universities

Language Proficiency: Arabic; Turkey

Percent time dedicated to area/international studies: 75%

Courses Taught: Christian-Muslim Relations; Religion in America; Development of Islamic thought in Contemporary Turkey; Catholic-Muslim Relations post Vatican II; Introduction to Biblical Literature

Research/training specialization: Islamic thought

Selected recent publications:

Number of dissertations/theses supervised in past 5 years:

Distinctions: Wade Chair at Marquette University in Milwaukee, Wisconsin

Name: James Millward

Position: Professor (full)

Tenure State: Tenured

Education: Ph.D. Stanford University - History
M.A. University of London - Far Eastern Studies
B.A. Harvard University - East Asian Language And Civilizations

Academic Experience: Georgetown University, Core Faculty of the School of Foreign Service and the History Department, Assistant Professor (1996-1999), Associate Professor (2000-2008) Professor (2008-present); University of Arizona, Department of History, Assistant Professor (1993-1995)

Overseas Experience: Research and language study: Taiwan 1983-84, Japan 1989-90; Doctoral dissertation research: Beijing 1990-1991

Percent time dedicated to area/international studies: 100%

Courses Taught: MSFS 507 -- Globalization of Intersocietal Relations; HIST 007 -- Early World History: Eurasia; HIST 108 -- History of Central Eurasia; HIST 321 -- The Silk Road; HIST 324 -- The Mongol World; HIST 627 -- Central Eurasia (graduate); HIST 722 -- Late Imperial China / Qing empire (graduate)

Research/training specialization: China, Central Asia, Xinjiang, Silk Road, Music

Selected recent publications: *Lutes on the Silk Road: What the journey of a musical instrument tells us about cultural exchange across Eurasia, from ancient to modern times.*; "The Silk Road: A Very Short Introduction". Oxford University Press, 2013. Chinese edition by Yilin publishing 译林出版社, Nanjing, China, 2017. Ma Rui, trans. Preface by Rong Xinjiang.; "The Silk road and the Sitar: Finding Centuries of Socio-cultural Exchange in the History of an Instrument." Accepted for publication in The Journal of Social History, special music issue edited by Matthew Karush. 米华健 (James Millward) "丝绸之路" 研究与清帝国边疆 (Silk Road Research and the Qing Imperial Frontier). Pengpai xinwen 23 February 2018.; "What did the Qianlong Court Mean by huairou yuanren 怀柔远人? An Examination of Manchu, Mongol and Tibetan Translations of the Term as it Appears in Chengde Steles, as a Defense of "New Qing History." In Morris Rossabi, ed. New Interpretations in Mongolian and Inner Asian History. Leiden: Brill, 2017.; "What it's like to live in a surveillance state." Opinion. The New York Times 18 February 2018. "China's fruitless repression of the Uyghurs." Op-ed, The New York Times p. A27, 29 September 2014. "China's two problems with the Uyghurs." Los Angeles Review of Books, 28 May 2014. <https://lareviewofbooks.org/essay/chinas-two-problems-uyghurs>

Number of dissertations/theses supervised in past 5 years: 12

Distinctions:

National Endowment for the Humanities. Fellowship, 2015-2016, in support of "Lutes on the Silk Road: Transculturation of Eurasian Chordophones" (\$50,400).

Andrew W. Mellon Foundation, John E. Sawyer Seminar for the Comparative Study of Cultures (with Michelle Wang). Grant awarded 2013 for seminar series on "Critical Silk Road Studies," conducted 2014-15 (\$175,000; I was principal investigator).

International Advisory Board, Central Asian Survey 2013- Present
President, Central Eurasian Studies Society, 2010.

Name: Younus Mirza

Position: Adjunct Professor

Tenure State: non-tenured

Education: Post Doc. Millsaps College 2012-2013

PhD. Georgetown University 2012

Academic Experience: Assistant Professor of Islamic Studies at Allegheny College

Overseas Experience: none

Percent time dedicated to area/international studies:

Courses Taught: Understanding the Qur'an; Islamic Movements; Marriage and Sexuality in Islam; Biblical and Qur'anic Prophets; The Qur'an and its Interpreters in the Modern World

Research/training specialization: Qur'anic Studies

Selected recent publications: Co-author of *The Bible and the Qur'an: Biblical Figures in the Islamic Tradition*; articles in various journals such as the Journal of the American Academy of Religion (JAAR), the Journal of Qur'anic Studies (JQS), and Islam Christian-Muslim Relations.

Number of dissertations/theses supervised in past 5 years: none

Distinctions: none

Name: Farima S. Mostowfi

Position: Associate Teaching Professor and Director of the Persian Language and Culture Program, Director of the Persian Summer Institute

Tenure State: Non-Tenure track

Education: BA French Literature, Persian Literature University of Tehran, Iran
MA, French Literature, University of Lille, France

D.E.A., French Literature, University of Lille, France, Certificate: French as a second Language (FLE), University of Lille, France

Academic Experience: 34 years of teaching Persian & French as a second Language; Director for Second Language Learning Program; Consultant for Persian, Dari, and French

Overseas Experience: Iran, France. Germany.

Language Proficiency Persian: 5; French: 5; Azeri: 4

Percent time dedicated to area/international studies: 100%

Courses Taught: Persian first, second, and third level. Media; Culture; Persian Cinema & Culture; Proficiency courses, New course: Beginners Persian for Arabic speakers (Fall 2018)

Research/training specialization: Developments of materials: book, CD, audio files

Pedagogical Training: Curriculum Development: American Association of Teachers of Persian Workshops, Teaching Learning & Innovation 2015-2018 - Summer workshops Georgetown university.

Name: Daniel Neep

Position: Assistant Professor, Center for Contemporary Arab Studies

Tenure State: Tenure-track

Education: PhD, School of Oriental and African Studies (SOAS), Politics
MA, School of Oriental and African Studies (SOAS), Near and Middle Eastern Studies
BA, St. Johns College, Oxford University, Arabic and French

Academic Experience: Assistant Professor (Georgetown University, 2013-present); Lecturer in Middle East Politics (University of Exeter, 2008-2013)

Overseas Experience: Research Director for the Council for British Research in the Levant, Damascus and Amman (2011-2013)

Language Proficiency: Arabic 5, French 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Comparative Politics of the Middle East; Politics of Syria; Understanding the Arab World; Politics of Empire in the Middle East; War, Military Politics, and State in the Middle East; Studying the Arab World: Theories and Approaches

Research/training specialization: Politics of Syria; Comparative politics of the Middle East; Comparative-historical analysis in political science; State formation in the Middle East; political economy

Selected recent publications: "Narrating Crisis, Constructing Policy: Economic Ideas and Institutional Change in Syria" in *New Political Economy* (2018); "War, State Formation, and Culture" *International Journal of Middle East Studies* 45.4 (2013): 795-797; "State, Space, and the Sources of Social Power: Reflections on Michael Mann and Henri Lefebvre" *In Trasformazione: Rivista di storia delle idee* 2.1 (2013): 71-80; "Policing the Desert: Coercion,

Consent and Colonial Order in French Mandate Syria" in *Prisons and Policing in the Middle East: Formations of Coercion*. Ed. Laleh Khalili and Jillian Schwedler. New York: Columbia University Press, 2010; *Occupying Syria Under the French Mandate: Insurgency, Space, and State Formation* (Cambridge, 2012).

Number of dissertations/theses supervised in past 5 years: 3

Distinctions: sabbatical fellow, Crown Center for Middle East Studies, Brandeis University, 2018-19; fellow, NEH Public Scholar Program 2017-18; fellow, Woodrow Wilson Center for International Scholars 2016; BRISMES Leigh Douglas Memorial Award for best U.K. thesis on the Middle East, 2010.

Name: Michelle Ohnona

Position: Program Manager For Diversity Initiatives And Diversity Requirement Coordinator; Adjunct Professor in the Women's and Gender Studies Program where she teaches Sexuality Studies, Feminist Theory, and a course on gender and sexuality in the Arab World.

Tenure State: N/A

Education: PhD Candidate, Media and Communications, University of London
BA, Concordia University, Montreal CA

Academic Experience: Adjunct Lecturer (Georgetown)

Overseas Experience: United Kingdom, Canada

Language Proficiency:

Percent time dedicated to area/international studies:

Courses Taught: Intro to Women's/Gender Studies; Intro to Sexuality Studies; Sexual Politics in the Arab World

Research/training specialization: Communication studies, Gender Studies

Selected recent publications: "Blood from a Stone: An Autoethnographic History of the Land Surrounding the Lake of Two Mountains (2008)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Sylvia Wing Önder

Position: Teaching Professor, Eastern Mediterranean Languages

Tenure State: Non-tenure track

Education: PhD, Interdisciplinary Turkish Culture, Ohio State University
MA, Folklore and Folklife, University of Pennsylvania
BA, International Relations, University of Pennsylvania

Academic Experience: Teaching Professor in the Division of Eastern Mediterranean Languages, Department of Arabic and Islamic Studies, Associate Teaching Professor, Visiting Assistant Professor, McGhee Center Program Academic Coordinator (Georgetown University, 1998- present); Teacher of Turkish Language and Culture; Department of Anthropology, Director of Undergraduate Studies, (Georgetown University, 2007- present); Graduate TA, Department of Near Eastern, Judaic and Hellenic Languages and Literature (Ohio State University, 1994)

Overseas Experience: Project Director Fulbright-Hays GPA ARIT-BU Summer Advanced Turkish Fellowships (2013-present); Faculty at Alanya, Turkey McGhee Center for Eastern Mediterranean Studies (Spring 2003 and 2006); Scholar Escort for Fulbright--Hays Group Project Abroad sponsored by the Middle East Center at the University of Pennsylvania, called

“American Issues in a Global Context: Turkey in the World” (Summer 2011); Academic advisor for Critical Language Scholarship in Azerbaijani, Baku (2009); Language Study, Turkey

Language Proficiency: Turkish: 5; Spanish: 2; Uzbek: 1

Percent time dedicated to area/international studies: 100%

Courses Taught: Turkish Language, all levels; Medical Anthropology; Islam and Europe; Turkish Culture; Central Asian Cultures

Research/training specialization: Area Studies; International Relations; Folklore; Anthropology; Critical Theory; Literature; Gender Studies

Pedagogical Training: Workshop on Teaching Turkish Language (2009); ACTFL OPI Evaluator Training (2008, 2010, 2014)

Selected recent publications: *Bizim Burada Mikrop Olmaz* (Istanbul, Turkey, 2011)

Number of dissertations/theses supervised in past 5 years: Undergraduate Honors Theses: 4; MA Thesis advising and comprehensive exams: 3

Distinctions: Teaching Award, Georgetown College, 2012; Board of Directors of the American Association of Teachers of Turkic Languages; Board of Directors for the American Research Institute in Turkey; Board of Directors for Institute of Turkish Studies

Name: Felicitas Opwis

Position: Associate Professor of Arabic and Islamic Studies

Tenure State: Tenured

Education: PhD, Arabic and Islamic Studies, Yale University

MA, Islamic Studies, University of Freiburg

BA, Islamic Studies, University of Tuebingen

Academic Experience: Associate Professor (Georgetown); Assistant Professor (Georgetown); Adjunct Faculty (Yale, Yale Law School, Wake Forest University)

Overseas Experience: Language Studies in Tunisia, Jordan

Language Proficiency: Arabic: 3-4; Persian: 1; French: 3; German: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Introduction to Arabic and Islamic Studies; Introduction to the Hadith; Islamic Law; Arabic Biographical Literature; Islamic Law: Concepts and Controversies; Advanced Arabic; History of the Middle East from 500-1500; Justice in the Islamic Tradition; Islamic Legal Theory and Legal Change

Research/training specialization: Islamic Law; Islamic legal theory; Islamic intellectual thought

Selected recent publications: *Maslaha and the Purpose of the Law: Islamic Discourse on Legal Change from the 4th/10th to the 8th/4th Century* (2010); “Ibn ‘Āshūr’s Interpretation of the Purposes of the Law (Maqāṣid al-Sharī‘a): An Islamic Modernist Approach to Legal Change.” In: *The Objectives of Islamic Law. The Promises and Challenges of the Maqāṣid al-Sharī‘a*. Eds. Idris Nassery, Rume Ahmed, and Muna Tatari. Lanham: Lexington, 2018, pp. 111-130; “New Trends in Islamic Legal Theory: *Maqāṣid al-Sharī‘a* as a New Source of Law?” *Die Welt des Islams* 57 (2017): 7-32; *Islamic Philosophy, Science, Culture, and Religion: Studies in Honor of Dimitri Gutas*. Eds. Felicitas Opwis and David Reisman. Leiden: Brill, 2012.

Number of dissertations/theses supervised in past 5 years: 11

Distinctions: None

Name: Meital Orr
Position: Hebrew Instructor at AIS/ Assistant Professor of Jewish Civilization at CJC
Tenure State: FTNTL
Education: Harvard University, PhD
Academic Experience: 11 years of Hebrew teaching / 3 years at the CJC-AIS
Percent time dedicated to area/international studies: 100%
Courses Taught: Intermediate Hebrew 021 and 022 (Fall and Spring), Introduction to Jewish Civilization, Israeli-Palestinian Literature and Film, Holocaust Literature and Film
Research/training specialization: Jewish Language and Literature
Selected recent publications: God and the Devil in the Human Heart: The Dialogic Vision of Abramovitch and Dostoevsky. Doctoral dissertation, Harvard University.
Number of dissertations/theses supervised in past 5 years: None

Name: David S. Painter
Position: Associate Professor
Tenure State: Tenured
Education: Ph.D. (1982)
Academic Experience: Georgetown University, 1989-present
Overseas Experience: B.A. Oxford (1973); Visiting Professor, Vienna (1997); Research Fellow, Norwegian Nobel Institute (2008); Erasmus Course, Poland (2008); SFS/Qatar (2014, 2015, Executive MA Program); Delivered papers in Japan; Portugal; Switzerland; Germany; Norway; Sweden; Finland; United Kingdom; Italy
Percent time dedicated to area/international studies: 100 percent
Courses Taught: HIST 099: Oil and World Power; HIST 282: The US in the World to 1945; HIST 283: The US in the World since 1945; HIST 303: Dynamics of Global Dominance; HIST 306/INAF 200: Researching the Geopolitics of Oil; HIST 397: The Cold War: Lessons and Legacies; HIST 681: Oil and World Power; HIST 790: The United States as a World Power
Research/training specialization: History of US Foreign Relations; History of International Oil Industry; International History
Selected recent publications: "From Linkage to Economic Warfare: Energy, Soviet-American Relations, and the End of the Cold War." In *Cold War Energy: A Transnational History of Soviet Oil and Gas*, 283-318. Edited by Jeronim Perovic. London: Palgrave Macmillan, 2017.
"Ecology, Ontology, and Fossil Fuels." *Reviews in American History* 44 (June 2016): 335-41.
"Oil and Geopolitics: The Oil Crises of the 1970s and the Cold War." *Historical Social Research* 39 (2014): 186-208. "From the Nixon Doctrine to the Carter Doctrine: Iran and the Geopolitics of Oil in the 1970s." In *American Energy Policy in the 1970s*, 61-92. Edited by Robert Lifset. Norman: University of Oklahoma Press, 2014. "Oil and the October War." In *The Yom Kippur War: Politics, Diplomacy, Legacy*, 173-93. Edited by Asaf Siniver. New York: Oxford University Press, 2013. Published in the United Kingdom as *The October 1973 War: Politics, Diplomacy, Legacy*. London: Hurst, 2013. "Oil and the American Century." *Journal of American History* 99 (June 2012): 24-39. "Oil, Resources, and the Cold War, 1945-1962." *Cambridge History of the Cold War*, Vol. 1: 486-507. Edited by Melvyn P. Leffler and Odd Arne Westad. Cambridge: Cambridge University Press, 2010.
Number of dissertations/theses supervised in past 5 years: 5
Distinctions: Mellon Sawyer Seminar. Boston University. September 2014.
Sears Lecture, Purdue University (March 2010).

Research Fellow, Norwegian Nobel Institute (2008)

Name: Trita Parsi

Position: Adjunct Professor, Security Studies Program, School of Foreign Service

Tenure State: Untenured

Education: PhD, International Relations, Johns Hopkins University
MA, Political Science, Uppsala University
MA, Economics, Stockholm School of Economics

Academic Experience: Adjunct Professor for the Security Studies Program (School of Foreign Service Georgetown University, 2013-2014), Adjunct Professor of International Relations (Johns Hopkins University 2013), Adjunct Professor of International Relations (George Washington University 2013), Adjunct Professor of International Relations (SAIS, 2006)

Overseas Experience: Sweden,

Language Proficiency: Farsi: 5, Swedish: 5, French 4

Percent time dedicated to area/international studies: 100%

Courses Taught: Power Politics: Greater Middle East

Research/training specialization: Iranian Foreign Policy, US-Iran Relations, Middle East Politics

Selected recent publications: *A Single Roll of the Dice - Obama's Diplomacy with Iran* (Yale University Press, 2012); *Treacherous Alliance - The Secret Dealings of Israel, Iran and the US* (Yale University Press, 2007); *Losing an Enemy - Obama, Iran and the Triumph of Diplomacy* (Yale University Press, 2017);

Number of dissertations/theses supervised in past 5 years:

Distinctions: Grawemeyer Award for Ideas Improving World Order (2010), Council of Foreign Relations Arthur Ross Award (2008)

Name: Kenneth Pollack

Position: Adjunct Professor, Peace and Security Studies

Tenure State: Not tenure track

Education: PhD Political Science, Massachusetts Institute of Technology

Academic Experience: Adjunct Professor (Georgetown); Senior Research Professor at the Institute for National Strategic Studies at the National Defense University

Overseas Experience:

Language Proficiency: Arabic

Percent time dedicated to area/international studies: 100%

Courses Taught: Military Analysis; Warfare in the Middle East

Research/training specialization: Middle Eastern political-military affairs (especially Iraq, Iran, Saudi Arabia, Persian Gulf)

Selected recent publications: *Unthinkable: Iran, the Bomb, and American Strategy* (Simon & Schuster, 2013)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: CIA's Certificate of Distinction for Outstanding Performance on Duty before and after the Gulf War

Name: Terrence Potter

Position: Emeritus Teaching Professor, AIS

Tenure State: FTNTL

Education: Ph.D., Georgetown University
MA from Middlebury College
BA from The Citadel

Academic Experience: Teaching Professor, Georgetown University (2003-present); Associate and Academy Professor at the U.S. Military Academy, Department of Foreign Languages; External Researcher, Strategic Studies Institute, United States Army War College

Overseas Experience: Colonel in the U.S. Army

Percent time dedicated to area/international studies: 100%

Courses Taught: Mentored Research; Intensive 1st Level Modern Standard Arabic I and II; Fundamentals of Language; Arabic Conversation Practicum

Research/training specialization: Applied Sociolinguistics, Onomastics, Language And Culture, And the Teaching and Learning of Arabic

Selected recent publications:

Why They Fight: Combat Motivation in the Iraq War, *Strategic Studies Initiative* (July 1, 2003)

Number of dissertations/theses supervised in past 5 years:

Distinctions: Served in the U.S. Army for 29 years

Name: Douglas S. Reed

Position: Professor and Director, MA Program

Tenure State: Tenured

Education: PhD, Yale University 1995

Academic Experience:

Professor, Department of Government, Georgetown University, 2017-present
Founding Director, Program in Educational Transformation, Georgetown University, 2016-present; Co-Founder and Director, Program on Education, Inquiry and Justice, Georgetown University, August 2012 to August 2016; Fellow, Woodrow Wilson Center for International Scholars, 2013-14; Associate Professor, Department of Government, Georgetown University, August 2003 to 2017; Assistant Professor, Department of Government, Georgetown University, August 1995 to 2003

Overseas Experience: Buenos Aires, Argentina Spring 2007

Percent time dedicated to area/international studies: 0

Courses Taught: *Constitutional Law I: Federalism and Separation of Powers; Constitutional Law II: Civil Rights & Civil Liberties, Educational Politics & Policymaking; Intergovernmental Relations in Education; American Government PhD Proseminar; Democracy & Education; Advocating for Learners;*

Research/training specialization: Public Policy, Legal Analysis, Constitutional Issues in Education, PhD in Political Science

Selected recent publications: *Building the Federal Schoolhouse: Localism and the American Education State*, Oxford University Press, 2014.; "The Elementary and Secondary Education Act at Fifty: Aspirations, Effects and Limitations," (with David Gamson and Kathryn McDermott) *RSF: The Russell Sage Foundation Journal of the Social Sciences*, vol. 1, no. 3, pp1-29. (Dec. 2015).; "Civil Rights for Individuals and Groups" (with Douglas Mitchell and Tedi Mitchell) in *Shaping Education Policy*, 2nd edition (Routledge 2017), Robert Crowson, Dorothy Shipps and Douglas Mitchell, eds.

Number of dissertations/theses supervised in past 5 years: 3

Distinctions: Presidential Award, Russell Sage Foundation, New York, NY, \$35,000 to fund a conference on the 50th Anniversary of Elementary and Secondary Act, December 2014. Awarded June 2014.

Fellow, Woodrow Wilson International Center for Scholars, Washington, DC 2013-14
Carnegie Scholar, Carnegie Corporation of New York, 2004-2006, \$100,000 (to fund research on the federal role in public education)

Name: Jeffrey Drew Reger

Position: Instructor

Tenure State: Adjunct

Education: Ph.D., MA, BSFS (Georgetown)

Academic Experience: Graduate teaching assistant for History of the Islamic World (Fall 2016); American Diplomatic History I (Fall 2015); Intro to World History II (Spring 2015); History of the Modern Middle East (Fall 2014); East European History II (Spring 2014); History of Russia I (Fall 2013).

Overseas Experience: Undergraduate study abroad SFS-Q Doha 2008; FLAS through CCAS at Birzeit University West Bank Palestine 2013; doctoral dissertation research in West Bank of Palestine, Jordan, Israel, France, and the UK 2014-2017

Percent time dedicated to area/international studies: 100%

Courses Taught: HIST-161-10 (Middle East II); HIST-362-02 (Israel/Palestine nationalisms between conflict and coexistence in the 20th century)

Research/training specialization: History of Modern Middle East & North Africa; 20th century Palestinian social history

Selected recent publications: "Olive cultivation in the Galilee, 1948-1955: Hegemony and resistance." *Journal of Palestine Studies* 46 (4): 28.

Number of dissertations/theses supervised in past 5 years: n/a

Distinctions: Palestinian-American Research Center Fellow; Mercatus Center Adam Smith Fellow. Undergraduate honors: Summa Cum Laude, Phi Beta Kappa, Phi Alpha Theta, National Merit Scholar

Name: Mubbashir A. Rizvi

Position: Assistant Professor

Tenure State: Tenure-Track (Untenured)

Education: Ph.D

Academic Experience: 5 years

Overseas Experience: Taught Courses at Lahore University of Management Sciences (LUMS).

Percent time dedicated to area/international studies: 80%

Courses Taught: Race, Empire and Muslims in the West, Global South Asia, Environmental Anthropology, Anthropology Theory, Doing Anthropological Fieldwork, Introduction to Cultural Anthropology

Research/training specialization: Social-Cultural Anthropology, Environmental Studies, Social Movement, Postcolonial Theory,

Selected recent publications: Rizvi, Mubbashir 2016. The Moral Ecology of Colonial Infrastructure and the Vicissitudes of Land Rights in Rural Pakistan. *History and Anthropology*, Vol 28, Issue 1, 308-325. Rizvi, Mubbashir. 2018 From Counterterrorism to Dispossession- Pakistan Anti-Terrorism Act as a Means of Eviction. *Anthropology Today*. Vol 34, No 3, 15-18

Number of dissertations/theses supervised in past 5 years: 2 (Thesis Committee not supervisor)

Distinctions: Elected Executive Board Member for American Institute of Pakistan Studies

Name: Eli Rosenblatt

Position: Adjunct Professor

Tenure State: non-tenured

Education: B.A. Sarah Lawrence College, Liberal Arts
PhD. University of California Berkeley, Jewish Studies 2017

Academic Experience:

Overseas Experience:

Percent time dedicated to area/international studies: 80%

Courses Taught: Introduction to Jewish Civilization

Research/training specialization: Jewish political thought and culture

Selected recent publications: "Slavery or Serfdom" by Isaac Meir Dik, annotated translation. *In geveh*. 11/2015. "If You're Woke You Dig It: William Melvin Kelley", Public Books series on Global Black History. 5/22/2017. "Literary Minds: Soviet Jewish Writers Portrayed by Matvey Vaisberg", The Magnes Collection of Jewish Art and Life in Berkeley. 8/28/2014.

Number of dissertations/theses supervised in past 5 years:

Distinctions:

Name: Ambassador Dennis Ross

Position: Adjunct Professor, SFS; Counselor and Ziegler Distinguished Fellow at The Washington Institute for Near East Policy

Tenure State: Not tenure-track

Education: PhD, University of California, Los Angeles

Academic Experience: Distinguished Professor in the Practice of Diplomacy (School of Foreign Service Georgetown University; Adjunct Professor (Department of Government Georgetown University, 2006-2007), Adjunct Professor (School of Foreign Service Georgetown University, 2006), Allis-Chalmers Distinguished Professor of International Affairs (Marquette University, 2004-2005), Fred & Rita Richman Distinguished Visiting Professor (Brandeis University, 2003-2005), Adjunct Lecturer in Public Policy (Kennedy School of Government Harvard University, 2002-2004)

Overseas Experience: Extensive overseas diplomatic experience--Instrumental in assisting Israelis and Palestinians to reach the 1995 Interim Agreement; he also successfully brokered the 1997 Hebron Accord, facilitated the 1994 Israel-Jordan peace treaty

Percent time dedicated to area/international studies: 75%

Courses Taught: US Approach to Middle East and Arab-Israeli Peace; Statecraft and Negotiation; History of Peacemaking in the Middle East

Research/training specialization: Middle East and Soviet Policy, Diplomacy

Selected recent publications: *Doomed to Succeed: The U.S.-Israel Relationship from Truman to Obama* (Farrar, Straus, and Giroux, October 2015); "The Role of Syria in Israeli-Turkish Relations" (Georgetown Journal of International Affairs, 2013); *Myths, Illusions, and Peace: Finding a New Direction for America in the Middle East* (Viking, 2009); *Statecraft, And How to Restore America's Standing in the World* (Farrar, Straus and Giroux, 2007); *The Missing Peace: The Inside Story of the Fight for Middle East Peace* (Farrar, Straus, and Giroux, 2004)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Awarded the Presidential Medal for Distinguished Federal Civilian Service by President Clinton, and Secretaries Baker and Albright presented him with the State Department's highest award

Name: Ambassador David Saperstein

Position: Adjunct Professor

Tenure State: non-tenured

Education: B.A. Sarah Lawrence College, Liberal Arts
PhD. University of California Berkeley, Jewish Studies 2017

Academic Experience: Senior research fellow of the Religious Freedom Research Project at the Berkley Center; Director and Counsel at the Religious Action Center

Overseas Experience: U.S. Ambassador-at-Large for International Religious Freedom (2015-2017); State Department Strategic Dialogue with Civil Society as a member of its "Religion and Foreign Policy" working group (2011-2014)

Percent time dedicated to area/international studies: 50%

Courses Taught: Church and State Law; Jewish Law

Research/training specialization: Jewish Studies and law

Selected recent publications: *Jewish Dimensions of Social Justice: Tough Moral Choices of Our Time* (Urj Press, 1998) with Albert Vorspan; "Hanukkah's Lesson In Cultural Preservation." The Huffington Post. December 21, 2012

Number of dissertations/theses supervised in past 5 years: none

Distinctions: First Chair of the U.S. Commission on International Religious Freedom (1999); Member of the first White House Council on Faith-Based and Neighborhood Partnerships (Appointed 2009)

Name: Joseph Sassoon

Position: Associate Professor, Center for Contemporary Arab Studies; al-Sabah Chair in Politics and Political Economy

Tenure State: Tenured

Education: PhD, St. Antony's College, Oxford University
MA Economics, Tel Aviv University
BA Economics and Middle Eastern Studies, Hebrew University

Academic Experience: Visiting Professor, CCAS (Georgetown, 2012-Present); Public Policy Scholar (Woodrow Wilson Center, 2010-2011); Visiting Scholar (ISIM, Georgetown, 2010); Adjunct Professor (Georgetown, CCAS, 2009-2011); Senior Associate Member at St. Antony's College, Oxford (2008-Present)

Language Proficiency: Arabic 5, Hebrew 4, French 4, Persian 1

Percent time dedicated to area/international studies: 100%

Courses Taught: History of Modern Iraq; Economics of the Middle East; Authoritarianism; Refugees

Research/training specialization: Political economy and economic history of the Arab world; Modern history and politics (particularly of Iraq); Iraqi refugees; Politics and economics of authoritarianism

Selected recent publications: *Saddam Hussein's Ba'th Party: Inside an Authoritarian Regime* (Cambridge, 2012); *"Iraq: Tackling Corruption and Sectarianism Is More Critical than the*

Outcome of Elections," Wilson Center's Viewpoint Series, March 5, 2014; "The Iraqi Ba'th Party Preparatory School and the 'Cultural' Courses of the Branches," Middle Eastern Studies (2014) 50:1, 27-42; The U.S. Administration's Policy in Iraq," Wilson Center's Viewpoint Series, September 25, 2013; Anatomy of Authoritarianism in the Arab Republics (Cambridge University, 2016)

Number of dissertations/theses supervised in past 5 years: 5

Distinctions: 2013 British-Kuwait Friendship Society Book Prize in Middle Eastern Studies

Name: Ayman Shabana

Position: Associate Research Professor, School of Foreign Service in Qatar, Georgetown University

Tenure State: Non-Tenure track

Education: PhD, University of California, Los Angeles
MA, Leiden University
BA, Al-Azhar University

Academic Experience: Visiting Assistant Professor, Georgetown SFS-Q; Taught at University of California, Los Angeles, the University of Tennessee, Knoxville, and Florida International University

Overseas Experience: Qatar, Egypt

Language Proficiency: Arabic 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Islamic Law and Institutions; Fatwa in Theory and Practice; Islam and Human Rights; Islam, Culture, and Bioethics; Islamic World

Research/training specialization: Islamic bioethics, Islamic legal history, Islamic law and ethics, human rights

Selected recent publications: "Empowerment of Women Between Law and Science: Role of Biomedical Technology in Enhancing Equitable Gender Relations in the Muslim World," Hawwa: Journal of Women of the Middle East, 15 (2017): 193-218; "Islamic Law of Paternity between Classical Legal Texts and Modern Contexts: From Physiognomy to DNA Analysis" *Journal of Islamic Studies* 25.1 (2014): 1-32; "Law and Ethics in Islamic Bioethics: Nonmaleficence in Islamic Paternity Regulations" *Zygon: Journal of Religion and Science* 48.3 (2013): 709-731; "Negation of Paternity in Islamic Law between Li'an and DNA Fingerprinting" *Islamic Law and Society* 20.3 (2013): 157-201; "Religious and Cultural Legitimacy of Bioethics: Lessons from Islamic Bioethics" *Medicine, Health Care, and Philosophy* 16.4 (2013): 671-677; "Paternity between Law and Biology: the Reconstruction of the Islamic Law of Paternity in the wake of DNA Testing" *Zygon: Journal of Religion and Science* 47.1 (2012): 214-239; *Custom in Islamic Law and Legal Theory: the Development of the Concepts of 'Urf and 'Adah in the Islamic Legal Tradition* (Palgrave, 2010)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Visiting Research Fellowship, Islamic Legal Studies Program, Harvard Law School (2014); Studies Research Program of the Year Award (Qatar Foundation Annual Research Forum, 21-23 October 2012)

Name: Yossi Shain
Position: Professor of Comparative Government and Diaspora Politics at Georgetown; Romulo Betancourt Professor of Political Science at Tel Aviv University
Tenure State: Tenured
Education: PhD, Yale University
 MA, Tel Aviv University
Academic Experience: Tel Aviv University; Georgetown University; Yale University; Wesleyan University; The Fletcher School of Law and Diplomacy and Middlebury College; St. Anthony's College, Oxford; Center for International Studies, Princeton University
Overseas Experience: Teaches one semester/year at Tel Aviv University, Israel and one semester/year at Georgetown; Numerous international conference and lectures
Language Proficiency: Hebrew: 5; French: 2
Percent time dedicated to area/international studies: 100%
Courses Taught: Israeli Society and Politics; International Diasporas; Diasporas in International Affairs
Research/training specialization: Arab/Israel region, culture and conflict; Ethnicity in the Middle East
Selected recent publications: *Collective Memory in International Affairs* (co-editor, 2009); *Kinship and Diasporas in International Affairs* (Univ. Michigan Press, 2008)
Number of dissertations/theses supervised in past 5 years: None
Distinctions: Recipient of The APSA Helen Dwight Reed Award for his work on exile politics; International Fulbright; Israel's Allon fellowship for distinguished young scholars; Fellowships from the French and German governments for his work on nationalism, ethnicity and Diaspora politics

Name: Shaira Zahid Siddiqui
Position: Assistant Professor
Tenure State: tenure-track
Education: PhD. University of California, Santa Barbara. Religious Studies
Academic Experience: Fellowships at Cambridge University and Harvard Law School
Overseas Experience: Georgetown University- Qatar
Percent time dedicated to area/international studies: 100%
Courses Taught: Religion, Islamic Law, Islamic History
Language Proficiency: Arabic
Research/training specialization: Islamic legal theory
Selected recent publications: "The Paradoxes of Codifying Islamic Criminal Law in the Maldives," *Middle East Law and Governance*, 9 (2017): 1-25.
 "Power vs. Authority: al-Juwaynī's Intervention in Pragmatic Political Thought," *Journal of Islamic Studies*, 28:2 (2017): 193-220.; "God's Role in Creation: An Islamic Perspective," in *Building Bridges: God's Role in Creation* (Georgetown University Press, 2017), 41-49.; "Privacy," *The Oxford Encyclopedia of Islamic Law*, ed. Jonathan Brown (New York: Oxford University Press, 2016); "Taklīf," *The Oxford Encyclopedia of Islamic Law*, ed. Jonathan Brown (New York: Oxford University Press, 2016); "Tabi'īn," *The Oxford Encyclopedia of Islamic Law*, ed. Jonathan Brown (New York: Oxford University Press, 2016); "al-Juwaynī," *The Encyclopedia of Islam*, 2nd ed., Juan Campo (Checkmark Books, 2016); "Schools of Law," *The Encyclopedia of Islam*, 2nd ed., Juan Campo (Checkmark Books, 2016)

Number of dissertations/theses supervised in past 5 years: none

Distinctions: none

Name: Ori Soltes

Position: Lecturer, Department of Theology

Tenure State: Non tenure-track

Education: A.B.D., Classics, Johns Hopkins University

MA, Classics, Princeton University

BA, Philosophy and Classics, Haverford College

Academic Experience: Lecturer (Georgetown), Instructor, Assistant Professor (Siegel College),

Visiting Assistant Professor (Cleveland State University, Case Western University, George

Washington University, University of Maryland)

Overseas Experience: Extensive lecturing in Europe, North Africa and the Middle East

Language Proficiency: Hebrew: 5, French: 5, German: 4, Italian: 4, Spanish: 4, Arabic: 1

Percent time dedicated to area/international studies: 20%

Courses Taught: The Body in Ancient Art (senior seminar), Jewish Artists in the Twentieth Century, Symbols of Faith: Art in the Jewish, Christian and Muslim Traditions, Four Modern Jewish Masters, From Moses to Muhammad: Judaism and Islam, Jewish Mysticism, Magic & Religion in the Greco-Roman World: The Beginnings of Judaism and Christianity, Modern Jewish Thought, Problem of God, Theological Implications of the Holocaust, Definition of Jewish Art, Introduction to Jewish Civilization, Kabbalah in its Contexts: Jewish, Christian and Muslim Mysticism, Modern Jewish Thought: From Spinoza to Arendt, Symbols of Faith, Untangling the Web of the Middle East, Greek and Roman Epic Poetry, Interdisciplinary Approaches to Art, Literature and Historiography (Core Doctoral Seminar), Introduction to Judaism, Plato and His World

Research/training specialization: Classics; Linguistics; Philosophy; Theology; Art History

Selected recent publications: *Jews on Trial: Juries, Prosecutors, and Defendants from the Era of Jesus to Our Own* (2013); *The Glory of Ukraine: Golden Treasures and Lost Civilizations* (2010)

Number of dissertations/theses supervised in past 5 years: 2

Distinctions: None

Name: Anna Sommer Schneider

Position: Associate Director and Professor

Tenure State: Tenured

Education: Ph.D. Jagiellonian University, Krakow, Poland

Academic Experience: Research assistant at the Institute for the Study of Modern Israel at Emory University; Associate Director of the Center for Jewish Civilization at Georgetown University

Overseas Experience: Education in Poland; served as a guide and education at the State Museum of Auschwitz-Birkenau

Percent time dedicated to area/international studies: 100%

Courses Taught: Contemporary Global Anti-Semitism; Holocaust and Gender; Holocaust: The Destruction of the European Jew

Research/training specialization: global antisemitism

Selected recent publications: *She'erit Hapletah: surviving Remnant. The Activities of the American Jewish Joint Distribution Committee in Poland, 1945-1989* (published in Poland 2014); *Rescue, Relief, and Renewal: 100 Years of the Joint in Poland* (fall 2014); *The Catholic Church, Radio Maria and the Question of Antisemitism in Poland. V Resurgent Antisemitism: Global Perspectives.*

Number of dissertations/theses supervised in past 5 years: 2

Distinctions: none

Name: Amira El Azhary Sonbol

Position: Professor of History, School of Foreign Service Qatar

Tenure State: Tenured

Education: PhD, History, Georgetown University

MA, Arab and Islamic Studies, American University in Cairo

Academic Experience: Professor (Georgetown University 2004-present); Associate Professor (Georgetown University 1997-2004); Assistant Professor (Georgetown University 1995-1997)

Overseas Experience: US Citizen but native of Egypt. Taught in Egypt and Qatar.

Language Proficiency: Arabic: 5; French: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Middle East Civilization, Islamic Civilization, Development and Roots of Fundamentalism, Sources of Islamic History, Modern Movements in Islam, Middle East and the West, Islamic Intellectual Thought, Women and the Law; The Islamic World; Theorizing Gender Violence; Modern Egypt, Islam gender and social change, History and Social Theory

Research/training specialization: Islamic Law and History, Egypt, Women's History; Gender and Islam

Selected recent publications: *Gulf Women* (Syracuse UP, 2012); *The New Mamluks: Egyptian Society and Modern Feudalism*; *Women, the Family and Divorce Laws in Islamic History*; *The Creation of a Medical Profession in Egypt: 1800-1922*; *The Memoirs of Abbas Hilmi II: Sovereign of Egypt*; *Women of the Jordan: Islam, Labor and Law*; *Beyond the Exotic: Muslim Women's Histories*

Number of dissertations/theses supervised in past 5 years: 2

Distinctions: Research grants, National Endowment of the Humanities Senior Scholar grant, Teaching Fellowship

Name: Tamara Sonn

Position: Hamad Bin Khalifa Al-Thani Professor in the History of Islam

Tenure State: Tenured

Education: Ph.D. University of Chicago, Near Eastern Languages and Civilizations

Academic Experience: Hamad Bin Khalifa Al-Thani Professor in the History of Islam at the Edmund A. Walsh School of Foreign Service, Georgetown University (Fall 2014 – present); William R. Kenan, Jr. Distinguished Professor of Humanities, Department of Religious Studies, College of William & Mary (Fall 1999 – Spring 2014); Professor, Religious Studies (Fall 1996 – Spring 2000) and Gov't. and Int'l. Affairs (Spring 1998 – Spring 2000), University of South Florida; Associate Professor, Religious Studies, University of South Florida (Fall 1994 – Spring 1996); Associate Professor, Department of Religious Studies, St. John Fisher College (Fall 1991 – Spring 1994); Assistant Professor, Department of Religious Studies, St. John Fisher College

(Fall 1987 – Spring 1991); Assistant Professor, Department of Religious Studies, Temple University (Fall 1985 – Spring 1987)

Overseas Experience:

Numerous research/study/lecture trips in Middle East, North Africa, South Africa, Pakistan

Percent time dedicated to area/international studies: 100%

Courses Taught: Introduction to Islamic History; Islam in Modern World; Islamic Modernism; Islam in South Asia; History of Pakistan; Unity and Diversity in the Middle East; Islamic Historiography; Islam and Governance; Women and Islam; Islam and Terrorism; Arabic Literature in Translation; Elementary Arabic

Research/training specialization: Islamic Intellectual History

Selected recent publications: *Is Islam an Enemy of the West?* Polity, 2016. (Korean translation, 2017.); *Islam: History, Religion, and Politics*. Wiley-Blackwell, 2016. (Revised and expanded 3rd edition of *Islam: A Brief History*, 2010); *Islam and Democracy After the Arab Spring* (with John L. Esposito and John O. Voll). Oxford University Press. 2016.; *50 Myths About Religion* (with John Morreall). Wiley-Blackwell, 2014.; “Continuity and Change in Religious Authority among Sunni Arabs.” *Sociology of Islam* 6 (2018) 141-164.; "Introducing [the Qur'an]" *Blackwell Companion to the Qur'an*, Rev. and updated. Ed. Andrew Rippin. Oxford: Wiley Blackwell, 2016:3-17.

Number of dissertations/theses supervised in past 5 years: ~5

Distinctions:

Senior Editor, *Oxford Research Encyclopedia in Religion*. 2013—present.

Founding Editor-in-Chief, *Oxford Bibliographies Online: Islamic Studies*, 2008—2013. Current board member. (oxfordbibliographiesonline.com/)

Founding Editor-in-Chief, *Religion Compass*, 2005— 2015 (religion-compass.com/)

Member, Editorial Board, *Studies in Contemporary Islam*. 1995—present.

Member, Editorial Board, *International Journal of Comparative Religion and Philosophy*, 1996 – present.

Member, Editorial Board, *Muslim World Journal of Human Rights*, 1995 – present.

Member, Editorial Board, *The Muslim World*, 1994 – present.

Member, Editorial Board, *Uloom-e-Islamia*, 2016 -- present.

Associate Editor *MESA Bulletin*, 1992 -- 1998.

Name: Lauve H. Steenhuisen

Position: Full Teaching Professor, Department of Theology; Adjunct Prof, Graduate Liberal Studies

Tenure State: Non-Tenure Line Faculty

Education: PhD University of California, Berkeley

Academic Experience: 10 years teaching at George Mason University, 22 at Georgetown

Overseas Experience: 1 semester teaching in Turkey (have lived in Netherlands, Canada, Turkey, and France)

Percent time dedicated to area/international studies: 10% of teaching/research time (studying veiling in Turkey)

Courses Taught: The State and the Veil: Analyzing Veiling Politics in Turkey, Algeria, and France; The Problem of God; Politics of Gender in World Religions; Religion in American Political Life

Research/training specialization: Sociology of religion doctorate

Selected recent publications: *Only presentations: "Deep State in Turkey"; "Coups in Turkey: Gulenism?"*

Number of dissertations/theses supervised in past 5 years: 8

Distinctions: 1. 2018 Excellence in Teaching Award; 2. Outstanding Faculty Award, School of Continuing Studies

Name: Moran Stern

Position: Adjunct Instructor, Program for Jewish Civilization

Tenure State: Not tenure track

Education: PhD Candidate in Government and Politics, University of Maryland

Academic Experience: Adjunct Instructor, PJC (Georgetown)

Overseas Experience: Native of Israel

Language Proficiency: Hebrew 5, Arabic 4

Percent time dedicated to area/international studies: 100%

Courses Taught: Israel: 1948 to the Present

Research/training specialization: History of Zionism, Jewish civilization, and Israel

Selected recent publications: "The Role of Syria in Israeli-Turkish Relations" *Georgetown Journal of International Affairs* 14.2 (2013): 115-128

Number of dissertations/theses supervised in past 5 years: None

Distinctions: none

Name: Suzanne Stetkevych

Position: Sultan Qaboos bin Said Professor of Arabic and Islamic Studies

Tenure State: Tenured

Education: Ph. D. University of Chicago
BA Wellesley College

Academic Experience: Sultan Qaboos bin Said Professor of Arabic and Islamic Studies (Georgetown, 2014 - Present); Ruth N. Halls Emerita Professor of NELC (Indiana University, 2014 - Present); Professor (Indiana University, 1995-2014); Associate Professor (Indiana Univ. 1992-1995); Assistant Professor (Indiana Univ. 1986-1992)

Overseas Experience: Cairo, Egypt, Jan.- Mar., 2016; Jan.-Apr. 2018; Tunis, Tunisia: July-Aug., 2014; Amman, Jordan, June-July, 2015; Brief (one week or less) conference and committee, etc., travel to: Cairo, Egypt: 2010, 2012; Minya, Egypt, 2015; Doha, Qatar 2013; Kuwait 2013, 2014, 2015, 2017; Muscat, Oman 2015; Riyadh, Saudi Arabia 2010; Sharjah, UAE: 2014; Marrakesh, Morocco, 2014; Osaka & Tokyo, Japan: 2011; Osaka, Japan 2018

Language Proficiency: Arabic: 5; Persian: 4; French: 4; German: 3; Latin: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Classical Arabic Poetry; Modern Arabic Poetry; Classical Arabic Prose

Research/training specialization: Classical Arabic poetry; Ritual, performance and historicist approaches to the *Qasidah*; Praise poetry to the Prophet

Selected recent publications: *The Mute Immortals Speak: Pre-Islamic Poetry and Poetics of Ritual*. Cornell UP, 2010; *The Mantle Odes: Arabic Praise Poems to the Prophet Muhammad*. Bloomington: Indiana UP, 2010; *Early Islamic Poetry and Poetics: The Formation of the Classical Islamic World*, 37. United Kingdom: Ashgate Variorum, 2009. "Performative Poetics in 'Abbāsid Poetry: A Re-Reading of Abū Firās al-Ḥamdānī's Rā'iyyah: *Arāka 'aṣiyya al-dam'i*."

Annals of the Japan Association of Middle Eastern Studies 29-2 (2013): 107-44; "The Snake in the Tree: The Mythic, the Lexic and the Ludic in al-Ma'arrī's Garden." Essay plus annotated translation of selections from al-Ma'arrī's *Risālat al-Ghufrān*. *Journal of Arabic Literature* 45 (2014): 1-80; "Al-Akhtal at the Court of 'Abd al-Malik: The Qaṣīda and the Construction of Umayyad Authority," *Late Antique and Medieval Islamic Near East* 1 (2015): 129-155; "Abbasid Panegyric: *Badī'* Poetry and the Invention of the Arab Golden Age," *British Journal of Middle East Studies* 44 (2017):48-72; "Solomon and Mythic Kingship in the Arabo-Islamic Tradition: Qaṣīdah, Qur'ān and Qiṣaṣ al-Anbiyā'." *Journal of Arabic Literature* 48 no. 1 (2017): 1-37.

Number of dissertations/theses supervised in past 5 years: *Indiana University:*7 completed, 1 current student; *Georgetown Univ.* 1 completed, 3 current students.

Distinctions: National Endowment for the Humanities, American Research Center in Egypt (2009); Middle East Medievalists Lifetime Achievement Award 2017.

Name: Paul Sullivan

Position: Adjunct Professor

Tenure State: n/a

Education: PhD, MA, and MPhil from Yale University
BA from Brandeis University

Academic Experience: Professor of Economics and Lead of the Energy Industry study at the National Defense University; primary faculty advisor for Mongolia and the Arab world; National Council of U.S.-Arab relations

Overseas Experience: American University of Cairo; advisor to the Sudan project

Language Proficiency:

Percent time dedicated to area/international studies: 100%

Courses Taught: Asian-Middle East relations; U.S.-Arab relations; Resources and Conflict; Energy and Security

Research/training specialization: energy and water security, economic security

Selected recent publications: "Can Saudi Arabia's 'Vision 2030' Get the Kingdom Off the Oil-Economy Roller Coaster?." *National Council on U.S.-Arab Relations: Analyses & Assessments* (June 20, 2016); "Energy, Politics and Security in the Middle East and North Africa." *The Future of Regional Security in the Middle East: Expert Perspectives on Coming Developments* (April 2016): 68-89.; "An Existential Political Economy of Post-Conflict Syria, Yemen, and Libya." *National Council on U.S.-Arab Relations Analyses & Assessments* (February 16, 2016); "A Worrisome Deal with Iran." *Border Crossing*, 1, 2 (September 06, 2015)

Number of dissertations/theses supervised in past 5 years: none

Distinctions: Senior International Affairs Fellow at NCUSAR

Name: Ariane Tabatabai

Position: Assistant Teaching Professor

Tenure State: non-tenured

Education: King's College London, University of London

Academic Experience: Adjunct Senior Fellow at the Center for a New American Security (2018); Civilian Consultant NATO (2015-Present); Senior associate with the Proliferation Prevention Program at the Center for Strategic and International Studies

Overseas Experience:

Language Proficiency: Persian

Percent time dedicated to area/international studies: 100%

Courses Taught: Theory and Practice of Security; Iran and the Bomb; Iran's National Policies; International Security

Research/training specialization: Iranian foreign policy

Selected recent publications: columnist for the *Bulletin of the Atomic Sciences*; writings published in *Journal of Strategic Studies* and newspapers including *New York Times*, *Financial Times*, and *Boston Globe*

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Ray Takeyh

Position: Adjunct Professor, Security Studies

Tenure State: Not tenure track

Education: DPhil Modern History, Oxford University

Academic Experience: Adjunct Professor (Georgetown); Professor of National Security Studies, National War College; Professor at Near East and South Asia Center, National Defense University; Fellow in International Security Studies, Yale University; Fellow at Washington Institute for Near East Policy and Fellow at the Center for Middle Eastern Studies, University of California Berkeley

Overseas Experience: Iran

Language Proficiency: Persian 5, Arabic 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Security Problems: Middle East and Persian Gulf

Research/training specialization: Iran, political reform in the Middle East, Islamist movements and parties

Selected recent publications: *Guardians of the Revolution: Iran and the World in the Age of the Ayatollahs* (Oxford UP, 2011)

Number of dissertations/theses supervised in past 5 years: None

Distinctions: None

Name: Judith E. Tucker

Position: Professor, Department of History

Tenure State: Tenured

Education: PhD, History and Middle East Studies, Harvard University
MA, History and Middle East Studies, Harvard University
BA, Radcliffe College, Harvard University

Academic Experience: Professor (Georgetown University, 1997-present); Associate Professor (Georgetown University, 1988-1997); Visiting Professor (American University in Cairo, 2000)

Overseas Experience: Graduate study Paris and Beirut; Taught in Egypt; Research in Egypt, Jordan, Palestine

Language Proficiency: French: 3; Arabic: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Piracy in Middle East History; Traveling: Europe and Middle East Encounters; History of Middle East II; History of Women and Gender in the Middle East; Islamic Law,

History, and Society; Colloquium: Women and Gender in the Arab World; Arab Historiography; The Middle East in the 19th Century; Islamic Law and Gender; Middle East History Seminar; Introduction to the Arab World: Theories and Methods; History of the Arab World in the 20th century; Gender and Empire in the modern Middle East.

Research/training specialization: Middle East History, Gender Studies in the Middle East

Selected recent publications: "Salim the Algerine: The Muslim Who Strayed into Colonial Virginia." *American Studies Encounters the Middle East*. Eds. Marwan Kraidy and Alex Lubin. University of North Carolina Press, 2016.; "Telling Tales: Women in the Early Modern Arab World." *Attending to Early Modern Women – And Men*. Ed. Amy E. Leonard and Karen Nelson. Delaware: University of Delaware Press, 2010; *Women, Family, and Gender in Islamic Law* (2008)

Number of dissertations/theses supervised in past 5 years: 10

Distinctions: Fulbright-Hays Doctoral Dissertation Fellowship, Institute of Arab Studies Fellowship, Fulbright Senior Scholar, Institute of Arab Studies Fellowship, National Endowment for the Humanities Research Grant (twice)

Name: John O. Voll

Position: Professor Emeritus of Islamic History; past Associate Director, Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding; past Interim Chair, Department of Arabic and Islamic Studies

Tenure State: Tenured (retired)

Education: PhD, History and Middle East Studies, Harvard University

A.M., Middle East Studies, Harvard University

A.B., History, Dartmouth College

Academic Experience: Professor (Georgetown University); Professor, Associate Professor, Assistant Professor, Instructor (University of New Hampshire)

Overseas Experience: Research/fellowships in Sudan, Egypt, Jerusalem and Lebanon

Language Proficiency: Arabic: 3

Percent time dedicated to area/international studies: 100%

Courses Taught: Surveys of history of the Middle East, Africa, Islamic World, and World History; Islamic Modernism; Muslim-Christian Relations in World History; History of Islam in Africa; Contemporary Activist Islamic Intellectuals; Islamic Movements

Research/training specialization: History of Islamic movements and organizations; history of Islamic reformist thought

Selected recent publications: *Islam and Democracy after the Arab Spring* (Oxford UP, 2015); "The Middle East in World History." *The Oxford Handbook of World History*. Ed. Jerry H. Bentley. New York: Oxford University Press, 2011: 437-454; "Reform and modernism in the middle twentieth century." *The New Cambridge History of Islam, 6: Muslims and Modernity Culture and Society since 1800*. Ed. Robert W. Hefner. Cambridge: Cambridge University Press, 2010: 148-172 ; "The Middle East in World History Since 1750," *The Cambridge World History, volume 7: Production, Destruction, and Connection, 1750- Present, Part 1: Structures, Spaces, and Boundary making*, ed. J. R. McNeill and Kenneth Pomeranz. Cambridge University Press, 2015: 467-492;

"Scholars in Networks: Abd al-Ghani al-Nabulusi and his Travels," *The Heritage of Arabo-Islamic Learning* *Studies Presented to Wadad Kadi*. Ed. Maurice A. Pomerantz and Aram A.

Shahin. Brill, 2016: 333-351; “From Saints and Renewers to Mahdis and Protonationalists,” *The Wiley Blackwell History of Islam*, ed. Aramando Salvatore. Wiley-Blackwell, 2018: 499-518.

Number of dissertations/theses supervised in past 5 years: 5

Distinctions: Georgetown University School of Foreign Service Constantine McGuire Medal for Service, 2014; Georgetown University Graduate Liberal Studies Outstanding Faculty Award, 2014; Prince Alwaleed bin Talal Center for Muslim-Christian Understanding, Lifetime Achievement Award for the Advancement of Muslim-Christian Understanding, 2014.

Name: Hana Zabarah

Position: Assistant Professor, SFS-Qatar

Tenure State: Tenure-track

Education: PhD, Arabic Linguistics, Georgetown University

MS Arabic Language Literature and Linguistics, Georgetown University

BA, Architecture, Catholic University

Academic Experience: Assistant Professor (Georgetown SFS-Q, 2011-Present); Visiting Assistant Professor, Arabic and Islamic Studies (Georgetown, 2006-2011)

Overseas Experience: Qatar

Language Proficiency Arabic: 5; French: 1

Percent time dedicated to area/international studies: 100%

Courses Taught: Intensive First, Second, and Third Levels of Modern Standard Arabic; Intro to MSA Heritage I and III; Inside Arabic: A Comparative Approach: Topics in the Arab World; The Journey of Arabic; Composition and Style; Islam and Arab Culture in the Golden Age; Early Arabic Grammatical Theory; Islamic Architecture; Religious Discourse

Research/training specialization: History of Arabic Linguistics, Applied Linguistics, Testing

Pedagogical Training: Towards Pedagogical Approach in Using Technology in the Arabic Classroom. Workshop conducted by Dr. Yousef Omar at SFS-Q, December 10-11, 2014; Heritage Language Teacher Workshop, UCLA, Sponsored by National Heritage Language Resource Center and STARTALK, 2012; ACTFL OPI Evaluator Training (2010); Writing Proposals for Language Education Projects Workshop (2009), George Washington University; Developing Listening Comprehension Skills Workshop (2009), GW University

Selected recent publications: “The Notion of ‘Complete’ and ‘Incomplete’ Verbs in Early Arabic Grammatical Theory: *Kana* and its Sisters” in *Arabic Linguistics*, ed. Reem Bassiouney and Graham Katz (Georgetown UP, 2012) 115-125; “The Great Mosque of Sana’a: An Architectural History,” *Al-Masar* 10:3 (Fall 2009): 3-64; From Description to Prescription: The Exceptive in Arabic Grammatical Theory.” *Historiographia Linguistica* 44.1 (2017): 135-163; “College-Level Arabic Heritage Learners: Do they belong in Separate Classrooms?” *Journal of the National Council of Less Commonly Taught Languages* 18 (Fall, 2015): 93-120.

Number of dissertations/theses supervised in past 5 years: None

Distinctions: Qatar National Research Fund Grant, 2009-2011: Analysis of Arabic language instruction at Qatari schools and pedagogy development; Graduate School Tuition Scholarships 1999-2003

Name: Amy Zalman

Position: Adjunct Professor

Tenure State: n/a

Education: Ph.D. New York University - Middle Eastern Studies

MFA. Cornell University - Poetry

B.A. Columbia University - English literature

Academic Experience: Previously served on the faculties of New York University, Cornell University, and the New School University in New York; serves on the Board of Visitors at the U.S. Air Force Air University; serves on the Board of Directors of the Council on Emerging National Security Affairs;

Overseas Experience: multi-year collaborative project for the Royal Institute of Strategic Studies in Rabat, Morocco

Percent time dedicated to area/international studies: 100%

Courses Taught: Intro to Middle East History

Research/training specialization: International Affairs, Technology and Society

Selected recent publications:

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: former Fulbright scholar in Jordan and a former fellow at the EastWest Institute in New York

Name: Mohamed Zayani

Position: Professor and Director of the Media and Politics Program

Tenure State: Tenured

Education: PhD, Indiana University, Bloomington
MA, Indiana University, Bloomington

Academic Experience: Professor (Georgetown University-Qatar, 2016 – Present); Associate Professor (Georgetown University-Qatar, 2008-2016); Associate Professor (American University, AUS, 2000-2008)

Overseas Experience: Qatar, UAE

Language Proficiency: Arabic: 5; French: 5

Percent time dedicated to area/international studies: 100%

Courses Taught: Media, Culture and Politics in the Middle East, Mass Communication and Society; Technology, Theory, and Culture; Critical Writing for International Affairs; Gateway; Introduction to Cultural Studies

Research/training specialization: Middle East Studies, Critical Theory, Digital Contention, Global Media and Transnational Communication, Information Society, Media Sociology, New Media and Cyber Activism, Political Communication; Media in the Arab World, Critical Theory

Selected recent publications: **Books:** *Digital Middle East: State and Society in the Information Era* (Oxford University Press, 2018); *Bullets and Bulletins: Media and Politics in the Wake of the Arab Uprisings* (Oxford University Press, 2016); *Networked Publics and Digital Contention* (Oxford University Press, 2015); *The Culture of Al Jazeera: Inside an Arab Media Giant* (McFarland, 2007); and *The Al Jazeera Phenomenon: Critical Perspectives on New Arab Media* (Pluto Press, 2005). **Articles:** "Al Jazeera's Palestine Papers: Media Politics and the Middle East Conflict in the Post-WikiLeaks Era." *Media, War & Conflict* 6.1 (2013): 21-35. Transnational Media, Regional Politics and State Security" *British Journal of Middle Eastern Studies* 39.9 (2012): 307-27; "Civil Society and Democratization in the Arab World: Promises and Impediments" *Comparative Studies of South Asia, Africa and the Middle East* 32.3 (2012): 674-85; "Social Media and the Reconfiguration of Political Action in Revolutionary Tunisia" *Democracy & Society* 8.2 (2011): 2-4; "Media, Popular Culture and Contestatory Politics in the Contemporary Middle East" *International Journal of Media and Cultural Politics* 7.1 (2011): 85-

99; "Media, Cultural Diversity and Globalization: Challenges and Opportunities" *Journal of Cultural Diversity* 18.2 (2011): 49-55; "Toward a Cultural Anthropology of Arab Media: Reflections on the Codification of Everyday Life" *History and Anthropology* 22.1 (2011): 37-56.

Number of dissertations/theses supervised in past 5 years: 10

Distinctions: His book *Networked Publics and Digital Contention* was awarded "The Global Communication and Social Change Best Book Award," from the International Communication Association (ICA); "The Communication, Information Technologies and Media Sociology Best Book Award," from the American Sociological Association (ASA); "The Sue DeWine Distinguished Award for a Scholarly Book," from the National Communication Association (NCA); and "The Toyin Falola Best Book Award," from the Association of Global South Studies (AGSS).

Name: Ambassador Susan L. Ziadeh

Position: Adjunct Professor

Tenure State: N/A

Education: PhD, University of Michigan, Middle East History

MA, American University of Beirut, Middle East History

MS, National War College, National Defense University, National Strategy Studies

BA, University of Washington, History.

Academic Experience: Adjunct Professor, Georgetown University; Teaching Assistant, American University of Beirut.

Overseas Experience: Senior Member US Foreign Service, rank of Minister-Counselor, former US Ambassador to Qatar, former Deputy Assistant Secretary of State for Near Eastern Affairs, 23 year career serving in 8 overseas assignments in the Middle East.

Percent time dedicated to area/international studies: 100%

Courses Taught: US Foreign Policy and the Persian Gulf States.

Research/training specialization: US and Middle East Relations.

Selected recent publications:

Number of dissertations/theses supervised in past 5 years: N/A

Distinctions: Department of Defense Medal for Distinguished Public Service; Department of State Distinguished Honor Award; Department of State's 2014 Arnold L. Rachel Memorial Award for Leadership and 2008 Edward R. Murrow Award for Excellence in Public Diplomacy; Fulbright Scholar in Egypt and Lebanon.

Project Goal Statement #1: Increase MENA Language Capacity at Advanced and Post-Advanced Levels

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 5% the number of students enrolling in Advanced and post-Advanced MENA language courses	A1) Admit larger classes, advertise majors more in fairs and online presence. A2) Change MA in Arab Studies to require post-proficiency Arabic class enrollment each year A3) Encourage, advertise, and fund summer language study to allow students to reach Advanced and Post-Advanced levels more quickly								
B) Increase student proficiency in MENA languages (Absolute Priority 1)	B1) Offer at least 4 lectures & films in MENA languages per year B2) Teach new content in post-Advanced classes (politics, literature, media, culture/society, etc.) B3) Count #s of student presentations and publications in MENA languages								
C) Diversify Offerings in Post-Advanced/ Supplemental Language Classes (Absolute Priority 1 & 2)	C1) Support faculty development of new types of MENA language content courses. C2) Offer different classes from year to year								

Project Goal Statement #2: Create increased MENA capacity in K-14 Educators

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 10% the number of pre-service teachers attending workshops on MENA topics over the course of the 4-year period (Absolute Priority 2; Competitive Priority 1 & 2)	<p>A1) Conduct 8-10 NRC-ME educational outreach programs yearly.</p> <p>A2) Continue work with HUSOE (MSI) global literacy outreach.</p> <p>A3) Begin work with VSU (MSI) College of Education (outreach workshops).</p> <p>A4) Hold a week-long summer institute for 50 teachers on MENA subjects with travel scholarships for underserved area teachers.</p> <p>A5) Collaborate with GMU to hold teacher workshops</p>								
B) Development of 10 modules on global studies for DC public schools (Absolute Priority 2; Competitive Priority 2)	<p>B1) Provide expertise for social studies curriculum development through consultations with designated graduate research assistants and professors.</p> <p>B2) Hold a teacher workshop for DCPS and other area teachers to highlight the course syllabi and supporting lesson plans and modules.</p> <p>B3) Disseminate the Global Curriculum Fellowship course syllabi as workshops or poster sessions at national conferences such</p>								

	as the National Council for the Social Studies.								
C) Increase access to online teaching material, curriculum units, public lectures for educators by 15% (Absolute Priority 2; Competitive Priority 2)	<p>C1) Re-work CCAS website to host pages with curriculum units, teaching material, lectures.</p> <p>C2) Continuing and growing relationship with GMU partners to create pedagogical material, feature it on various platforms (GU and GMU websites, etc)</p> <p>C3) Continue partnership with StatusHour to showcase lectures and other relevant material for course development.</p>								
D) Increase offerings on MENA-related issues outside GU, in particular community college programs and school visits with faculty and alumni outreach. (Absolute Priority 2; Competitive Priority 1 & 2)	<p>D1) Hold NRC-MENA events on Montgomery College Campus (CC)</p> <p>D2) Upload teaching resources to University of Arizona Community College resource website "Curriculum Internationalization Resources for Community College Educators"</p> <p>D3) Support Midwest Institute for International & Intercultural Education for Community College faculty summer training</p> <p>D4) Create Inspiring Global Leaders Speakers Bureau</p>								

Project Goal Statement #3: Increase MENA Capacity of non-GU students, teachers, & professionals

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 5% attendance of public events	A1) Advertise on different forms of media outside of GU email A2) Conduct surveys of how attendees learned about events								
B) Increase number of events recorded and livestreamed and made available to the public by 25%. (Absolute Priority 2)	B1) Develop new hosting platforms to enable live-streaming, podcasting, and video lectures. B2) Work with GMU partners to develop content and hosting. B3) Place more NRC-MENA material on media platforms, such as Status Hour.								
C) Launch “Inspiring Global Leaders” Speakers Bureau and hold at least 10 events per year off campus. (Absolute Priority 1 & 2)	C1) Create webpage & advertising for NRC-MENA “Inspiring Global Leaders” Speakers Bureau C2) Sign up faculty, students, and alumni and field requests and plan visits.								

John W. Curtis, PhD
Research and Evaluation Consulting

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E-mail: jwcurtis2008@gmail.com | Telephone (202) 670-9132

Jesse Szeto, Director
Office of Research Services, Main Campus
Georgetown University
37th and O Streets, N.W., Reiss 201
Washington, DC 20057-1789

June 4, 2018

Dear Mr. Szeto:

I am pleased to provide this letter of intent to serve as external evaluator for the planned Georgetown University Walsh School of Foreign Service application for a US Department of Education Title VI grant to support a National Resource Center on the Middle East, The Center for Contemporary Arab Studies with Dr. Rochelle Davis as project director.

I am an experienced sociological researcher and have recently established an independent practice in research and evaluation consulting. My professional career has followed two strands, one focused on issues of diversity and equity in US higher education, and one focused on international development with particular emphasis on urbanization in East Africa. As my attached resume focuses on the former, allow me to highlight some aspects of my international experience particularly relevant for this project.

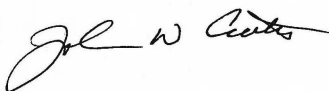
I hold a PhD in sociology from Johns Hopkins University with a specialization in international development and a dissertation based on fieldwork in Kenya. I also participated in teams working on projects in Nigeria and Uruguay and was recently included as project lead in proposals for evaluation projects in Senegal and Mozambique. I began my undergraduate career as a German language and literature major, and speak fluent German after four years working at a German university.

Given the funding constraints of this project, I propose a minimal evaluation engagement in terms of primary data collection, as follows:

	Quantity	Rate	Amount
Annual: review of data collection procedures, review of staff reports, preparation of an annual evaluation report. (Hours)	60	90	5,400
Annual: Site visit (Days)	1	800	800
Annual estimate for each of years 1-4			6,200
Preparation of four-year project final report. (Hours)	50	100	5,000
Total estimate for four-year project			29,800

Please note that this is a preliminary estimate based on the information I have received to date. A final determination of fees is contingent on the actual project proposals and funding received. I look forward to working with Georgetown on this project.

Sincerely,



John W. Curtis

John W. Curtis, PhD
Research and Evaluation Consulting

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Current Positions

Program evaluation and research consulting for organizations in education, community services, labor, and international development. Extensive experience in surveys, gender equity analysis, secondary data analysis, and qualitative research (interviews and document reviews).

Faculty Affiliate, Department of Economics and the Center for the Study of Academic Labor, Colorado State University. Faculty Affiliate, Maryland Population Research Center, University of Maryland-College Park.

Previous Professional Experience

Director of Research on the Discipline and Profession, American Sociological Association, Washington DC, 2014-2017.

Research on careers of sociologists and aspects of sociological education. Principal investigator of two NSF-funded projects. Directed surveys of ASA members and sociology departments; extensive secondary analysis of federal datasets. Research on academic career progression for women of color. Led pilot mentoring program for early-career minority researchers. Gender and LGBTQ committees.

Director of Research and Public Policy, American Association of University Professors, Washington DC, 2002-2014.

Director, AAUP Faculty Compensation Survey, with direct responsibility for all aspects of data collection, validation, and analysis. Lead author of premier annual report on faculty compensation. Nationally recognized authority on academic employment and gender equity. Federal and state government relations.

Director of Institutional Research and Planning, Germanna Community College, Locust Grove, Virginia, 1995-2002.

Senior administrator responsible for a comprehensive program of institutional effectiveness assessment and strategic planning for a mid-size college. Coordinator of reporting and liaison to external agencies. Member of President's Cabinet.

Research and Development Officer, Dawson Community College, Glendive, Montana, 1991-1995.

Designed and implemented assessment of student learning and institutional effectiveness for a small rural college. Developed and coordinated an interactive television distance learning system. Taught undergraduate courses in sociology, anthropology and geography.

Research Fellow, Sociology of Development, Universität Bayreuth, Germany, 1987-1991.

Directed data entry and analysis on multiple surveys of urban workers' social networks in Kenya and Nigeria. Trained and supervised data entry assistants. Lived in Kenya for two fieldwork periods totaling six months; Affiliated Researcher, University of Nairobi (1989-1990).

Research Associate, Pelavin Associates, Washington, DC, 1985-1987.

Quantitative data analysis on U.S. educational outcomes for a federal contractor.

Educational Qualifications

Ph.D. in Sociology, Program in Comparative International Development, Johns Hopkins University, 1993. Dissertation Title: "Rural Ties Among Men Working in Nairobi: Social Networks and Differentiation in the Political Economy of Kenya."

B.A. in Sociology, University of Wyoming, 1984.

Northwestern University, 1979-82; major coursework in German language and literature

Projects Supporting Diversity in Higher Education (Evaluation and Research)

(Proposed) External Evaluator, “Collaborative Research: Doctoral Initiative on Minority Attrition and Completion, Identifying and Diffusing High-Impact Practices.” NSF Alliance for Graduate Education and the Profession (AGEP). Lead organization: Council of Graduate Schools, Washington DC. 2018-2022.

(Proposed) External Evaluator, “UCCS Connects: Building an Equitable Environment for STEM Faculty.” NSF ADVANCE Gender Equity program. University of Colorado-Colorado Springs. 2018-2021.

(Proposed) Co-Principal Investigator, “Faculty Diversity and Minority Student Outcomes: An Analysis of Institutional Factors.” Spencer Foundation, 2018-2020.

Lead Organizer, “Mentoring for Success in Research” (with Jean Shin and Margaret Vitullo). American Sociological Association, 2015-2016. (Mentoring for minority early-career researchers)

Advisory Committee, “Breaking Through the Glass Ceiling in Academic Science and Engineering.” NSF ADVANCE. Center for Work/Life Law at University of California, Hastings College of the Law, 2007-09.

Principal Investigator, “Access to the Profession.” Alfred P. Sloan Foundation grant to the American Association of University Professors, 2003-2006. (Work and family balance; contingent employment)

Selected Publications and Presentations on Diversity in Higher Education

“Measuring Capacity for Inclusivity.” (with Kate Winter) Presentation to the Association of American Colleges and Universities TIDES Summer Institute. Washington, DC, June 28, 2017.

“Diversifying the Faculty in Sociology and Other STEM Disciplines.” Women of Color in the Academy Conference, University of Delaware-ADVANCE, April 30, 2016

Curtis, John W., Cynthia Mahabir, and Margaret Weigers Vitullo. 2016. “Sociology Faculty Members Employed Part-time in Community Colleges: Structural Disadvantage, Cultural Devaluation, and Faculty-Student Relationships.” *Teaching Sociology* 44(4):270-86.

“The Faculty Pipeline in Sociology and Other STEM Disciplines.” Panel presentation, Southern Sociological Society Annual Meeting, New Orleans, March 26, 2015.

Curtis, John W. 2014. *The Employment Status of Instructional Staff Members in Higher Education, Fall 2011*. American Association of University Professors.

Curtis, John W. 2013. “What Roles Are We Modeling? Gendered Academic Employment and its Consequences.” *Peer Review*, Summer.

Coalition on the Academic Workforce [joint authorship]. 2012. *A Portrait of Part-Time Faculty Members*.

“Higher Education and the Gender Pay Gap.” Panel presentation, National Council for Research on Women Annual Conference, Washington DC, June 2012.

Curtis, John W. 2011. *Persistent Inequity: Gender and Academic Employment*. American Association of University Professors.

“Transforming the 21st Century Workplace: Women and Men as Allies” (with Joan Williams). American Association of University Women National Convention, Washington DC, June 18, 2011.

Curtis, John W. 2010. “Faculty Salary Equity: Still a Gender Gap?” *On Campus With Women* (Association of American Colleges and Universities), Spring (39,1).

West, Martha S. and John W. Curtis. 2006. *AAUP Faculty Gender Equity Indicators 2006*. Washington, DC: American Association of University Professors.

Curtis, John W. and Monica F. Jacobs. 2006. *AAUP Contingent Faculty Index 2006*. Washington, DC: American Association of University Professors, December.

Curtis, John W. (Editor) 2005. *The Challenge of Balancing Faculty Careers and Family Work*. New Directions for Higher Education, Number 130. San Francisco: Jossey-Bass.

Additional Skill Summary

- Delivered approximately 60 presentations at professional conferences and agency hearings on academic labor, gender equity, higher education policy, and social networks in Kenya.
- Advanced quantitative data analyst with more than 30 years of experience across platforms (Stata, SAS, SPSS). Qualitative data analysis using Dedoose.
- Taught workshops on key higher education issues and data analysis, and undergraduate courses in sociology, anthropology, and world regional geography.
- Languages: English (native speaker), German (fluent), Swahili (rudimentary conversation).

Professional and Community Service

- Member: DC Sociological Society, American Evaluation Association, American Sociological Association, Association for the Study of Higher Education (2002-2017), Association for Institutional Research (1996-2014).
- United Staff of the AAUP (staff labor union): Treasurer, 2009-2013; Chief Negotiator, 2011-2013.
- National Science Foundation, ADVANCE: Participation and Advancement of Women in Academic Science: University site visit, 2015; Committee of Visitors, 2008 and 2005; proposal review, 2011.
- US Department of Education, Technical Review Panels: IPEDS Human Resources, 2010 and 2004; National Study of Postsecondary Faculty, 2003-2006; IPEDS Instructional Activity, 2002.
- Nonprofit boards: Thomas Circle Singers (2009-2010); College and University Work/Family Ass'n (2006-2008); Camerata Cantores (Treasurer, 1998-2004); Culpeper Career Partners, Inc. (1998-2002).

Semester	Title	CourseID	Credits	Faculty	% MENA content	Notes	Undergrad	Grad	Other	Total
Fall 2016	Anthro & Youth Culture	ANTH21501	3	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA	22	0	0	22
Fall 2016	Intro: Medical Anthropology	ANTH25001	3	Onder, Sylvia W.			20	0	0	20
Fall 2016	Anthropology of Human Rights	ANTH28201	3	King-Irani, Laurie			32	0	0	32
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01101	6	Potter, Terrence M.	100%		12	0	0	12
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01102	6	Martin-Fernandez, Amaya			16	1	0	17
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01104	6	Al Ali, Ghayda			11	1	0	12
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01105	6	Potter, Terrence M.			11	2	0	13
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01106	6	Al-Mufti, Huda W.			9	1	0	10
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01107	6	Abdelfattah, Heba S.			14	0	0	14
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11101	6	Martin-Fernandez, Amaya	100%		13	0	0	13
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11102	6	Raish, Michael			10	2	0	12
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11103	6	Baccouche, Belkacem			0	13	0	13
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11104	6	Al Ali, Ghayda			4	2	0	6
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11105	6	Al-Mufti, Huda W.			2	1	0	3
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11106	6	Kilany, Hanaa			8	3	0	11
Fall 2016	Spoken Arabic I	ARAB11301	3	Kilany, Hanaa	100%		13	2	0	15
Fall 2016	Intro to Islamic Civilization	ARAB20101	3	Gannage, Emma	100%		21	0	0	21
Fall 2016	Arabic Media I	ARAB21301	3	Kassab, Muhammad A.	100%		5	2	0	7
Fall 2016	Arabic Media I	ARAB21302	3	Al Ali, Ghayda	100%		13	2	0	15
Fall 2016	Intens 3rd Lvl Md Stnd Arab I	ARAB21501	6	Baccouche, Belkacem	100%		0	11	0	11
Fall 2016	Intens 3rd Lvl Md Stnd Arab I	ARAB21502	6	Kilany, Hanaa			11	4	0	15
Fall 2016	Intens 3rd Lvl Md Stnd Arab I	ARAB21503	6	Kharbouch, Fatima			5	1	0	6
Fall 2016	Map of the Arab World	ARAB34801	3	Kassab, Muhammad A.	100%		6	0	0	6
Fall 2016	1001 Nights	ARAB36001	3	Colla, Elliott	100%		6	4	0	10
Fall 2016	Contemporary Shi'i Thought	ARAB37201	3	Al-Hage Ali, Nabil	100%		2	3	0	5
Fall 2016	Grammar through Poetry & Song	ARAB38601	3	Baccouche, Belkacem	100%		4	4	0	8
Fall 2016	Fundamentals of Language	ARAB39001	3	Potter, Terrence M.	100%		2	2	0	4
Fall 2016	Revolutionary Culture	ARAB39501	3	Colla, Elliott	100%		5	4	0	9
Fall 2016	Senior Honors Thesis	ARAB40001	3	Potter, Terrence M.	100%		1	0	0	1
Fall 2016	Modern Arabic Poetry	ARAB42301	3	Stetkevych, Suzanne	100%		2	1	0	3
Fall 2016	IntroArb/IsIm Stud:Sources/Met	ARAB55501	3	Opwis, Felicitas	100%		0	4	0	4
Fall 2016	EarlyArabicPtry:RitualOralityP	ARAB62201	3	Stetkevych, Suzanne	100%		0	5	0	5
Fall 2016	Editing Arabic Manuscripts	ARAB71101	3	Gannage, Emma	100%		0	3	0	3
Fall 2016	Syrian Revolution	ARST33101	3	Alahmad, Mohammad	100%		3	8	0	11
Fall 2016	China-Arab Relations	ARST45701	3	Abboud, Farid C.	100%		2	7	0	9
Fall 2016	Politics of North Africa	ARST46101	3	Jebnoun, Noureddine	100%		1	3	0	4
Fall 2016	20th c History of Middle East	ARST50001	3	Tucker, Judith E.	100%		0	25	0	25
Fall 2016	Literature of Syria	ARST51601	3	Alahmad, Mohammad	100%		0	5	0	5
Fall 2016	Political Economy: Middle East	ARST56401	3	Sassoon, Joseph	100%		0	15	0	15
Fall 2016	Negotiation/Mediation:ME&Beynd	ARST57801	3	Daoudy, Marwa	100%		0	6	0	6
Fall 2016	Comp Politics of Middle East	ARST62501	3	Neep, Daniel	100%		0	15	0	15
Fall 2016	Environmental Security/Conflict	ARST62901	3	Daoudy, Marwa	100%		0	9	0	9
Fall 2016	Development in Arab World	ARST64001	3	Adely, Fida	100%		0	17	0	17
Fall 2016	Politics of Syria	ARST64701	3	Neep, Daniel	100%		1	15	0	16
Fall 2016	Politics and World Religions	BLHV26101	3	Havrilak, Gregory	25%	Islam and politics	9	0	0	9

Fall 2016	Politics of Terrorism	BLHV27410	3	Lewis, Paul	25%	MENA case studies used	13	0	0	13
Fall 2016	Politics of Terrorism	BLHV27410	3	Buckley, William J.			13	0	0	13
Fall 2016	Soc Media: Ctr Ideol Mid East	CCTP63701	3	Megerdooomian, Karine	100%		1	7	0	8
Fall 2016	Fren Speaking Africa:Lang, Lit	FREN33201	3	Kone, Amadou	25%	Literature from N. Africa	3	0	0	3
Fall 2016	Migration/Identity Contemp Fr	FREN45701	3	Durmelat, Sylvie N.	50%	Includes Arabic-speaking populations in France	14	0	0	14
Fall 2016	Comparative Political Systems	GOVT04001	3	Langenbacher, Eric A.	25%	Middle East used as case study in CPS survey course	25	0	0	25
Fall 2016	Comparative Political Systems	GOVT04002	3	Langenbacher, Eric A.			22	0	0	22
Fall 2016	Comparative Political Systems	GOVT04003	3	Langenbacher, Eric A.			27	0	0	27
Fall 2016	Comparative Political Systems	GOVT04004	3	Langenbacher, Eric A.			25	0	0	25
Fall 2016	Comparative Political Systems	GOVT04005	3	Langenbacher, Eric A.			23	0	0	23
Fall 2016	Comparative Political Systems	GOVT04006	3	Langenbacher, Eric A.			21	0	0	21
Fall 2016	Comparative Political Systems	GOVT04007	3	Carnes, Matthew			22	0	0	22
Fall 2016	Comparative Political Systems	GOVT04008	3	Carnes, Matthew			24	0	0	24
Fall 2016	Comparative Political Systems	GOVT04009	3	Carnes, Matthew			24	0	0	24
Fall 2016	Comparative Political Systems	GOVT04010	3	Carnes, Matthew			27	0	0	27
Fall 2016	Comparative Political Systems	GOVT04011	3	Carnes, Matthew			24	0	0	24
Fall 2016	Comparative Political Systems	GOVT04012	3	Carnes, Matthew			25	0	0	25
Fall 2016	Comparative Political Systems	GOVT04013	3	Carnes, Matthew			22	0	0	22
Fall 2016	Comparative Political Systems	GOVT04014	3	Carnes, Matthew			24	0	0	24
Fall 2016	Comparative Political Systems	GOVT04015	3	Carnes, Matthew			27	0	0	27
Fall 2016	Comparative Political Systems	GOVT04016	3	Carnes, Matthew			25	0	0	25
Fall 2016	International Relations	GOVT06001	3	Bennett, Andrew O.			25	0	0	25
Fall 2016	International Relations	GOVT06002	3	Bennett, Andrew O.			23	0	0	23
Fall 2016	International Relations	GOVT06003	3	Bennett, Andrew O.			26	0	0	26
Fall 2016	International Relations	GOVT06004	3	Bennett, Andrew O.			24	0	0	24
Fall 2016	International Relations	GOVT06005	3	Bennett, Andrew O.			17	0	0	17
Fall 2016	International Relations	GOVT06006	3	Bennett, Andrew O.			15	0	0	15
Fall 2016	International Relations	GOVT06007	3	Kroenig, Matthew			25	0	0	25
Fall 2016	International Relations	GOVT06008	3	Kroenig, Matthew			26	0	0	26
Fall 2016	International Relations	GOVT06009	3	Kroenig, Matthew			26	0	0	26
Fall 2016	International Relations	GOVT06010	3	Kroenig, Matthew			27	0	0	27
Fall 2016	International Relations	GOVT06011	3	Kroenig, Matthew			24	0	0	24
Fall 2016	International Relations	GOVT06012	3	Kroenig, Matthew			28	0	0	28
Fall 2016	International Relations	GOVT06013	3	Kroenig, Matthew			26	0	0	26
Fall 2016	International Relations	GOVT06014	3	Kroenig, Matthew			27	0	0	27
Fall 2016	International Relations	GOVT06015	3	Kroenig, Matthew			25	0	0	25
Fall 2016	International Relations	GOVT06016	3	Kroenig, Matthew			21	0	0	21
Fall 2016	Topics:Dept Sem:State/Rel:Musl	GOVT30301	3	Tookhy, Ahmad Farid	75%		6	0	0	6
Fall 2016	Dept Sem:Relgn,Ethcs,Wrlld Afrs	GOVT31301	3	Hollenbach, David	25%	Examples of Islam and MENA	7	0	0	7
Fall 2016	Terrorism & Insurgency	GOVT31501	3	Baskan, Birol	75%		6	0	0	6
Fall 2016	Dept Sem:War & Peace:Arabs Isr	GOVT37701	3	Morris, Benjamin	100%		8	0	0	8
Fall 2016	Intensive Beginning Hebrew	HEBR01101	6	Grayson, Sara	100%		2	1	0	3
Fall 2016	Interm Modern Hebrew I	HEBR02101	3	Orr, Meital	100%		4	1	0	5
Fall 2016	Advanced Modern Hebrew I	HEBR10101	3	Grayson, Sara	100%		4	0	0	4
Fall 2016	Hist Focus:Oil and World Power	HIST09909	3	Painter, David S.	25%	Discusses major historical events in the ME relating to oil	16	0	0	16
Fall 2016	Hist Focus:Oil and World Power	HIST09911	3	Painter, David S.			17	0	0	17

Fall 2016	Hist Focus:Oil and World Power	HIST09912	3	Painter, David S.		and the intl. system	12	0	0	12
Fall 2016	The Islamic World	HIST10901	3	Sonn, Tamara	75%		79	0	0	79
Fall 2016	Middle East I	HIST16001	3	Agoston, Gabor J.	100%		17	0	0	17
Fall 2016	Middle East I	HIST16002	3	Agoston, Gabor J.			21	0	0	21
Fall 2016	Middle East I	HIST16003	3	Agoston, Gabor J.			18	0	0	18
Fall 2016	Middle East I	HIST16004	3	Agoston, Gabor J.			18	0	0	18
Fall 2016	Middle East I	HIST16005	3	Agoston, Gabor J.			20	0	0	20
Fall 2016	Middle East I	HIST16006	3	Agoston, Gabor J.			18	0	0	18
Fall 2016	Islam and War	HIST36001	3	Agoston, Gabor J.	100%		13	0	0	13
Fall 2016	Topic:Women&Violence Mid East	HIST36201	3	Yeaw, Katrina E.	100%		10	0	0	10
Fall 2016	Muslims in the West	HIST36301	3	Haddad, Yvonne Y.	75%		12	1	0	13
Fall 2016	Traveling:Europe/ME Encounters	HIST46101	3	Tucker, Judith E.	100%		5	2	0	7
					25%	Discusses major historical events in the ME relating to oil and the intl. system				
Fall 2016	Oil & World Power	HIST68101	3	Painter, David S.			0	11	0	11
Fall 2016	Social History of Middle East	HIST86201	3	Abi-Mershed, Osama W.	100%		1	8	0	9
Fall 2016	Prosem: Islam & the West	INAF10001	3	Brown, Jonathan A.	75%		15	0	0	15
Fall 2016	Prosem: Youth in the Arab World	INAF10026	3	Adely, Fida	100%		15	0	0	15
Fall 2016	Beginners Swahili I	INAF10401	3	Ngundi, James	25%		8	3	0	11
Fall 2016	Theo Aspects of ME Morass	INAF10901	3	Soltes, Ori Z.	100%		12	0	0	12
Fall 2016	Transfer Prosem:Authritrianism	INAF15001	3	Sassoon, Joseph	50%	Professor is MENA specialist; cases from MENA	6	0	0	6
Fall 2016	Intro to Jewish Civ	INAF19901	3	Sommer, Anna	75%		8	0	0	8
Fall 2016	Soph Sem:Researching Terrorism	INAF20001	4	Byman, Daniel	75%		16	0	0	16
Fall 2016	Intermediate Swahili	INAF20301	3	Ngundi, James	25%		1	0	0	1
Fall 2016	The Arab Spring and Israel	INAF24501	3	Stern, Moran M.	100%		8	0	0	8
Fall 2016	Advanced Swahili I	INAF31001	3	Muaka, Lenoard	25%		2	1	0	3
Fall 2016	The Arab-Israeli Conflict	INAF37101	3	Morris, Benjamin	100%		12	1	0	13
Fall 2016	Islam in Africa	INAF43001	3	Thurston, Alexander J.	25%	Includes examples of Arabic-speaking countries	4	0	0	4
Fall 2016	Religion, Ethics,& Wrld Affairs	INAF43801	3	Hollenbach, David	25%	Covers role of Islam in politics	6	1	0	7
Fall 2016	Statecraft and Negotiation	INAF44401	3	Ross, Dennis B.	25%	Includes Middle East examples	0	5	0	5
Fall 2016	Statecraft and Negotiation	INAF44402	3	Ross, Dennis B.	25%		16	0	0	16
Fall 2016	Govt/Politics of Turkey	INAF46501	3	Ciddi, Sinan	100%		9	4	0	13
Fall 2016	Study of Islam & Mus-Chris Rel	INAF47301	3	Haddad, Yvonne Y.	100%		0	9	0	9
Fall 2016	Future of Islam/Politics in ME	INAF48801	3	Esposito, John L.	100%		12	3	0	15
Fall 2016	Future of Islam/Politics in ME	INAF48801	3	Shahin, Emad E.			12	3	0	15
Fall 2016	Future of Islam/Politics in ME	INAF48802	3	Shahin, Emad E.			2	9	0	11
Fall 2016	Jewish Life:Jewish TextualTrad	JCIV01901	1	Gartner, Rachel F.	50%		7	0	0	7
Fall 2016	Theo Aspects of ME Morass	JCIV10901	3	Soltes, Ori Z.	100%		8	0	0	8
Fall 2016	Intro to Jewish Civ	JCIV19901	3	Sommer, Anna	75%		7	0	0	7
Fall 2016	Kabbalah in Its Contexts	JCIV24101	3	Soltes, Ori Z.	25%		5	0	0	5
Fall 2016	The Arab Spring and Israel	JCIV24501	3	Stern, Moran M.	100%		7	0	0	7
Fall 2016	Jewish Civilization Sr Collqm	JCIV44301	3	Soltes, Ori Z.	100%		1	0	0	1
Fall 2016	Jewish Civilization Sr Collqm	JCIV44302	3	Soltes, Ori Z.			5	0	0	5
Fall 2016	Statecraft and Negotiation	JCIV44401	3	Ross, Dennis B.	25%	MENA examples used	5	1	0	6

Fall 2016	Religion in Conflict/Peacebldg	JUPS28801	3	Jafari, Sheherazade R.	25%	Examples of Islam in conflict/peacebuilding	16	0	0	16
Fall 2016	Israel/Palestine Conflict: Legal Issues	LAWG41408	3	Abu-Odeh, Lama	100%		0	0	3	3
Fall 2016	Refugee Law and Policy	LAWG44008	2	Neal, David	25%	Includes cases dealing with MENA refugees	0	0	12	12
Fall 2016	Israel/Palestine Conflict: Legal Issues	LAWJ41408	3	Abu-Odeh, Lama	100%		0	0	17	17
Fall 2016	Refugee Law and Policy	LAWJ44008	2	Neal, David	25%	Includes cases dealing with MENA refugees	0	0	12	12
Fall 2016	Untangling the Middle East	LSHV48601	3	Soltes, Ori Z.	100%		0	14	0	14
Fall 2016	Engaging Change: MENA	MSFS73001	3	Bergman, Michael	100%		0	16	0	16
Fall 2016	Engaging Change: MENA	MSFS73001	3	Sadjadpour, Karim			0	16	0	16
Fall 2016	Intensive 1st Level Persian I	PERS01101	6	Sadigh-Mostowfi, Farima	100%		14	3	0	17
Fall 2016	Intensive Intermediate Pers I	PERS02101	6	Sadigh-Mostowfi, Farima	100%		5	1	0	6
Fall 2016	Advanced Persian	PERS20101	3	Sadigh-Mostowfi, Farima	100%		9	0	0	9
Fall 2016	Tutorial: Persian	PERS30101	3	Sadigh-Mostowfi, Farima	100%		1	0	0	1
Fall 2016	Iranian Cinema & Culture	PERS36401	3	Valamotamed, Maziar	100%		4	1	0	5
Fall 2016	Counterinsurgency	SEST52001	3	Krause, Lincoln	50%	Examines insurgencies in MENA region	0	14	0	14
Fall 2016	Terrorism/Counterterrorism	SEST54601	3	Arsenault, Elizabeth G.	50%	Terrorist organizations active in MENA region used	0	18	0	18
Fall 2016	Terrorism/Counterterrorism	SEST54602	3	Palarino, R	50%		0	9	0	9
Fall 2016	US Policy and the Arab Spring	SEST58501	3	Ullah, Haroon	100%		0	17	0	17
Fall 2016	Energy & Security	SEST59401	3	Sullivan, Paul	25%	Emphasis on ME throughout course	0	11	0	11
Fall 2016	Power Politics: Greater MidEast	SEST64501	3	Parsi, Trita	100%		0	17	0	17
Fall 2016	US Policy in MENA Since 2003	SEST68501	3	Goldenberg, Ilan	100%		0	16	0	16
Fall 2016	Judaism and Gender	THEO06601	3	Belser, Julia W.	50%		36	0	0	36
Fall 2016	State & Veil: Turkey & France	THEO07101	3	Steenhuisen, Lauve H.	50%		38	0	0	38
Fall 2016	Fundamentalism: Xty & Islam	THEO11101	3	Taylor, Matthew D.	50%		20	0	0	20
Fall 2016	Jews/Judaism in World of Islam	THEO13401	3	Ray, Jonathan	75%		26	0	0	26
Fall 2016	Hebrew Script Sem: Writings	THEO25901	3	Linafelt, Tod A.	50%		8	0	0	8
Fall 2016	Intensive Beginning Turkish I	TURK01101	6	Onder, Sylvia W.	100%		6	7	0	13
Fall 2016	Intermediate Turkish I	TURK02101	3	Gur, Zeynep F.	100%		3	6	0	9
Fall 2016	Advanced Turkish I	TURK20101	3	Gur, Zeynep F.	100%		1	2	0	3
Fall 2016	Advanced Turkish I	TURK40101	3	Gur, Zeynep F.			0	1	0	1
Fall 2016	Sexual Politics in Arab World	WGST23101	3	Hosseini, Fatemeh	100%		25	0	0	25
Fall 2016	Women's Internatl Human Rights	WGST25301	3	McGuirk, Siobhan	25%	Examples from MENA region	23	0	0	23
Spring 2017	Crisis & Creativity/Arab World	ANTH17501	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA	40	0	0	40
Spring 2017	Race/Empire/Muslims in West	ANTH23401	3	Rizvi, Mubbashir A.	25%		16	0	0	16
Spring 2017	Disability & Culture	ANTH25601	3	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA	23	0	0	23
Spring 2017	Women's Rights & Human Rights	ANTH34101	3	Abusharaf, Rogaia	25%	MENA case studies used	1	0	0	1
Spring 2017	CBL:Refug/Asylees/Migrnts/Traf	ANTH35101	4	Brennan, Denise E.	25%	MENA case studies used	11	2	0	13
Spring 2017	Sex/Religion/Protest in Turkey	ANTH35301	3	Onder, Sylvia W.	100%		9	1	0	10
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01201	6	Potter, Terrence M.	100%		12	1	0	13
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01202	6	Martin-Fernandez, Amaya			14	0	0	14
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01204	6	Al Ali, Ghayda			13	0	0	13

Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01205	6	Potter, Terrence M.			9	0	0	9
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01206	6	Al-Mufti, Huda W.			9	0	0	9
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01207	6	Abdelfattah, Heba S.			5	0	0	5
Spring 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11201	6	Martin-Fernandez, Amaya			14	0	0	14
Spring 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11202	6	Raish, Michael			12	2	0	14
Spring 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11203	6	Baccouche, Belkacem			0	14	0	14
Spring 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11204	6	Al Ali, Ghayda			1	2	0	3
Spring 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11206	6	Kilany, Hanaa			10	3	0	13
Spring 2017	Formal Spoken Arabic II	ARAB11401	3	Kassab, Muhammad A.	100%		6	0	0	6
Spring 2017	Arabic Media II	ARAB21401	3	Kilany, Hanaa	100%		17	1	0	18
Spring 2017	Arabic Media II	ARAB21402	3	Al Ali, Ghayda			4	1	0	5
Spring 2017	Intens 3rd Lvl Md Stnd Arab II	ARAB21601	6	Baccouche, Belkacem	100%		0	4	0	4
Spring 2017	Intens 3rd Lvl Md Stnd Arab II	ARAB21602	6	Kilany, Hanaa			7	1	0	8
Spring 2017	The Arab Novel	ARAB33701	3	Colla, Elliott	100%		2	0	0	2
Spring 2017	Arabic Capstone Seminar	ARAB35001	3	Colla, Elliott	100%		5	0	0	5
Spring 2017	Islam and Identity	ARAB36601	3	Gannage, Emma	100%		16	0	0	16
Spring 2017	Advanced Arabic Media	ARAB41401	3	Baccouche, Belkacem	100%		3	6	0	9
Spring 2017	Al-Jahiz:Eloquence,Satire&Fou	ARAB42401	3	Stetkevych, Suzanne	100%		4	2	0	6
Spring 2017	Readings in Fatwa Collections	ARAB44301	3	Brown, Jonathan A.	100%		3	3	0	6
Spring 2017	The Arab Novel	ARAB55701	3	Colla, Elliott	100%		0	3	0	3
Spring 2017	Poetry&thePerformanceofEmpire	ARAB62301	3	Stetkevych, Suzanne	100%		0	2	0	2
Spring 2017	Readings in Early Kalam	ARAB62601	3	Gannage, Emma	100%		0	3	0	3
Spring 2017	Islamic Lgl Thry & Lgl Change	ARAB77501	3	Opwis, Felicitas	100%		0	6	0	6
Spring 2017	Arabic Reading/Writng Practice	ARST22001	0	Alahmad, Mohammad	100%		1	8	0	9
Spring 2017	Prison Literature	ARST32101	3	Alahmad, Mohammad	100%		0	2	0	2
Spring 2017	Intro to Arab World	ARST40101	3	Neep, Daniel	100%		6	0	0	6
Spring 2017	Civil Activism: North Africa	ARST43601	3	Jebnoun, Nouredine	100%		3	3	0	6
Spring 2017	Hist of Minorities: Arab World	ARST46401	3	Bailony, Reem	100%		4	3	0	7
Spring 2017	Intro to Study of Arab World	ARST50101	3	Neep, Daniel	100%		0	24	0	24
Spring 2017	Prison Literature	ARST52101	3	Alahmad, Mohammad	100%		0	16	0	16
Spring 2017	Refugees: Mideast & N. Africa	ARST53301	3	Sassoon, Joseph	100%		0	14	0	14
Spring 2017	Water Politics	ARST54601	3	Daoudy, Marwa	100%		1	10	0	11
Spring 2017	International Relations: ME	ARST61901	3	Daoudy, Marwa	100%		0	16	0	16
Spring 2017	Political Memoirs	ARST62701	3	Sassoon, Joseph	100%		0	12	0	12
Spring 2017	Development in Arab World	ARST64001	3	Adely, Fida	100%		1	8	0	9
Spring 2017	Qual Research Methods	ARST70401	3	Souleles, Daniel	100%		0	8	0	8
Spring 2017	Jews in 19th Cent. Art/Culture	ARTH24701	3	Hammerschlag, Keren	25%		3	0	0	3
Spring 2017	Global Bus Exp:Abu Dhabi/Dubai	BADM65003	4.5	Gill, Brian	100%		0	44	0	44
Spring 2017	Politics of Terrorism	BLHV27410	3	Buckley, William J.	25%	MENA case studies used	12	0	0	12
Spring 2017	Politics of Terrorism	BLHV27410	3	Lewis, Paul	25%		12	0	0	12
Spring 2017	Med,Arts,&Culp in War & Peace	CULP22201	3	Al Sayed, Honey	75%		23	0	0	23
Spring 2017	Comparative Political Systems	GOVT04001	3	Gustafson, Thane E.	25%	Middle East used as case study in CPS survey course	26	0	0	26
Spring 2017	Comparative Political Systems	GOVT04002	3	Gustafson, Thane E.			22	0	0	22
Spring 2017	Comparative Political Systems	GOVT04003	3	Gustafson, Thane E.			23	0	0	23
Spring 2017	Comparative Political Systems	GOVT04004	3	Gustafson, Thane E.			22	0	0	22
Spring 2017	Comparative Political Systems	GOVT04005	3	Gustafson, Thane E.			21	0	0	21
Spring 2017	Comparative Political Systems	GOVT04006	3	Gustafson, Thane E.			24	0	0	24

Spring 2017	Comparative Political Systems	GOVT04007	3	King, Charles E.			25	0	0	25
Spring 2017	Comparative Political Systems	GOVT04008	3	King, Charles E.			22	0	0	22
Spring 2017	Comparative Political Systems	GOVT04009	3	King, Charles E.			24	0	0	24
Spring 2017	Comparative Political Systems	GOVT04010	3	King, Charles E.			23	0	0	23
Spring 2017	Comparative Political Systems	GOVT04011	3	King, Charles E.			19	0	0	19
Spring 2017	Comparative Political Systems	GOVT04012	3	King, Charles E.			22	0	0	22
Spring 2017	Comparative Political Systems	GOVT04013	3	King, Charles E.			7	0	0	7
Spring 2017	Comparative Political Systems	GOVT04014	3	King, Charles E.			20	0	0	20
Spring 2017	Comparative Political Systems	GOVT04015	3	Gustafson, Thane E.			24	0	0	24
Spring 2017	Comparative Political Systems	GOVT04016	3	Gustafson, Thane E.	25%	Middle East used as case study in CPS survey course	22	0	0	22
Spring 2017	International Relations	GOVT06001	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06002	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06003	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06004	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06005	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06006	3	Arsenault, Elizabeth G.			24	0	0	24
Spring 2017	International Relations	GOVT06007	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06008	3	Arsenault, Elizabeth G.			25	0	0	25
Spring 2017	International Relations	GOVT06009	3	Bennett, Andrew O.			23	0	0	23
Spring 2017	International Relations	GOVT06010	3	Bennett, Andrew O.			23	0	0	23
Spring 2017	International Relations	GOVT06011	3	Bennett, Andrew O.			22	0	0	22
Spring 2017	International Relations	GOVT06012	3	Bennett, Andrew O.			22	0	0	22
Spring 2017	International Relations	GOVT06013	3	Bennett, Andrew O.			11	0	0	11
Spring 2017	International Relations	GOVT06015	3	Bennett, Andrew O.			10	0	0	10
Spring 2017	Topics:Terrorism and Rebellion	GOVT30301	3	Wahedi, Laila A.	50%		6	0	0	6
Spring 2017	Religion,Ethics,World Affairs	GOVT31301	3	Christiansen, Drew	25%	Covers role of Islam in politics	4	0	0	4
Spring 2017	Islam and Democracy	GOVT35901	3	King, Stephen J.	75%		11	0	0	11
Spring 2017	DeptSem:Pol of North Africa	GOVT44601	3	King, Stephen J.	100%		11	2	0	13
Spring 2017	Arab Politics in Transition	GOVT45801	3	King, Stephen J.	100%		21	0	0	21
Spring 2017	Political Violence:Name of God	GOVT56101	3	Cesari, Jocelyne	100%		0	10	0	10
Spring 2017	Intensive Beginning Hebrew II	HEBR01201	6	Grayson, Sara	100%		2	1	0	3
Spring 2017	Interm Mod Hebrew II	HEBR02201	3	Orr, Meital	100%		4	1	0	5
Spring 2017	Advanced Modern Hebrew II	HEBR10201	3	Grayson, Sara	100%		4	0	0	4
Spring 2017	Hist Focus: Women/Gender in ME	HIST09913	3	Tucker, Judith E.	100%		20	0	0	20
Spring 2017	Hist Focus: Women/Gender in ME	HIST09914	3	Tucker, Judith E.			17	0	0	17
Spring 2017	Hist Focus: Women/Gender in ME	HIST09915	3	Tucker, Judith E.			19	0	0	19
Spring 2017	Hist Focus: Women/Gender in ME	HIST09916	3	Tucker, Judith E.			19	0	0	19
Spring 2017	Middle East II	HIST16101	3	Aksakal, Mustafa	100%		20	0	0	20
Spring 2017	Middle East II	HIST16102	3	Aksakal, Mustafa			19	0	0	19
Spring 2017	Middle East II	HIST16103	3	Aksakal, Mustafa			19	0	0	19
Spring 2017	Middle East II	HIST16104	3	Aksakal, Mustafa			21	0	0	21
Spring 2017	Middle East II	HIST16105	3	Aksakal, Mustafa			20	0	0	20
Spring 2017	Middle East II	HIST16106	3	Aksakal, Mustafa			21	0	0	21
Spring 2017	Modern North Africa	HIST26701	3	Abi-Mershed, Osama W.	100%		15	0	0	15
Spring 2017	Pirates/Soldiers/Diplomats	HIST36101	3	Agoston, Gabor J.	75%		17	0	0	17
Spring 2017	Empires borderlands ME Balkans	HIST36801	3	Agoston, Gabor J.	100%		10	1	0	11
Spring 2017	Imperialism in ME before WWI	HIST46001	3	Aksakal, Mustafa	100%		5	3	0	8

Spring 2017	Middle East after WWI	HIST46201	3	Morris, Benjamin	100%		15	3	0	18
Spring 2017	Islamic Modernism	HIST46801	3	Sonn, Tamara	75%		15	2	0	17
Spring 2017	Sayyid Qutb & Islamic Extremism	HIST56901	3	Haddad, Yvonne Y.	75%		2	3	0	5
Spring 2017	Islamic Law Women & Gender	HIST76901	3	Tucker, Judith E.	100%		1	5	0	6
Spring 2017	Middle East Research Sem	HIST86301	3	Abi-Mershed, Osama W.	100%		0	3	0	3
Spring 2017	Beginners Swahili II	INAF10501	3	Ngundi, James	25%		4	3	0	7
Spring 2017	Re-Examining the ME Crisis	INAF19601	3	Orr, Meital	100%		7	0	0	7
Spring 2017	RsrchngGeopolitics:Oil	INAF20004	3	Painter, David S.	25%		3	0	0	3
Spring 2017	Intermediate Swahili II	INAF20401	3	Ngundi, James	25%		3	2	0	5
Spring 2017	Islam and Terrorism	INAF22801	3	Sonn, Tamara	75%		33	0	0	33
Spring 2017	Advanced Swahili II	INAF28601	3	Muaka, Leonard	25%		2	1	0	3
Spring 2017	Gender and the Quran	INAF31301	3	Ismail, Norbani B.	100%		2	0	0	2
Spring 2017	Hist of Peace-Making:Mid East	INAF32101	3	Ross, Dennis B.	100%		34	0	0	34
Spring 2017	Post 1979 Pakstn,Afghan,Iran	INAF35101	3	Hussain, Touqir	100%		12	1	0	13
Spring 2017	Immigrants, Refugees & State	INAF35501	3	Donato, Katharine M.	25%	Examples of MENA refugees	23	2	0	25
Spring 2017	Muslim Women & the West	INAF39701	3	Haddad, Yvonne Y.	75%		6	1	0	7
Spring 2017	Sex & Powr in the Islamic Trad	INAF40301	3	Brown, Jonathan A.	100%		11	0	0	11
Spring 2017	Religion, Ethics,& Wrld Affairs	INAF43801	3	Christiansen, Drew	25%	Covers role of Islam in politics	3	1	0	4
Spring 2017	Jewish Civilization Sr Collqm	INAF44301	3	Soltes, Ori Z.	100%		2	0	0	2
Spring 2017	Jewish Civilization Sr Collqm	INAF44301	3	Sommer, Anna	100%		2	0	0	2
Spring 2017	Turkish Foreign Policy	INAF45201	3	Ciddi, Sinan	100%		6	1	0	7
Spring 2017	Sayyid Qutb & Islamic Extremism	INAF56901	3	Haddad, Yvonne Y.	75%		0	4	0	4
Spring 2017	ISD Capstone Rebuilding Yemen	INAF63501	3	Bodine, Barbara	100%		0	10	0	10
Spring 2017	Intl Migration & Development	INAF64801	3	Donato, Katharine M.	25%	Includes MENA refugees/migration	1	11	0	12
Spring 2017	Intro to Humanitarian Crises	INAF69801	3	Ferris, Elizabeth	25%	Includes MENA case studies	0	24	0	24
Spring 2017	Intro to Humanitarian Crises	INAF69802	3	Ferris, Elizabeth			0	24	0	24
Spring 2017	Inter-Religious Dialogue	JCIV04001	3	Gartner, Rachel F.	50%	Rel dialogue between Judaism/Islam	32	0	0	32
Spring 2017	Inter-Religious Dialogue	JCIV04001	3	Hendi, Yahya M.			32	0	0	32
Spring 2017	Inter-Religious Dialogue	JCIV04001	3	McManus, Dennis D.			32	0	0	32
Spring 2017	Re-Examining the ME Crisis	JCIV19601	3	Orr, Meital	100%		8	0	0	8
Spring 2017	Hist of Peace-Making:Mid East	JCIV32101	3	Ross, Dennis B.	100%		17	0	0	17
Spring 2017	Jewish Civilization Sr Collqm	JCIV44301	3	Soltes, Ori Z.	100%		5	0	0	5
Spring 2017	Jewish Civilization Sr Collqm	JCIV44301	3	Sommer, Anna			5	0	0	5
Spring 2017	Jewish Civilization Sr Collqm	JCIV44302	3	Soltes, Ori Z.			3	0	0	3
Spring 2017	Jewish Civilization Sr Collqm	JCIV44302	3	Sommer, Anna			3	0	0	3
Spring 2017	The Politics of Memory	JUPS34001	3	Atashi, Elham	25%	Examples from Middle East	16	0	0	16
Spring 2017	Ancient Egyptian	LING40801	3	Kramer, Ruth T.	100%		19	3	0	22
Spring 2017	Global Mobility	MIBP82240	1	Donato, Katharine M.	25%	Examples of MENA and migration	0	28	0	28
Spring 2017	Comp Politics, Dev Economics	MIBP83040	1.5	Desai, Raj M.	25%	Examples from MENA region	0	28	0	28
Spring 2017	Iraq/Syria: Age of Revolution	MSFS57601	3	Alzayat, Wael N.	100%		0	8	0	8
Spring 2017	Iraq/Syria: Age of Revolution	MSFS57602	3	Alzayat, Wael N.			0	6	0	6
Spring 2017	Intensive 1st Level Persian II	PERS01201	6	Sadigh-Mostowfi, Farima	100%		11	3	0	14
Spring 2017	Interm Persian II	PERS02201	6	Sadigh-Mostowfi, Farima	100%		5	1	0	6
Spring 2017	Advanced Persian II	PERS20201	3	Valamotamed, Maziar	100%		4	1	0	5
Spring 2017	Persian Media:Trans & Interpret	PERS34501	3	Valamotamed, Maziar	100%		3	1	0	4

Spring 2017	Counterinsurgency	SEST52001	3	Hoffman, Bruce	50%	Examines insurgencies in MENA region	0	18	0	18
Spring 2017	Terrorism/Counterterrorism	SEST54601	3	Palarino, R	50%	Terrorist organizations active in MENA region used	0	11	0	11
Spring 2017	Terrorism/Counterterrorism	SEST54602	3	Khor, Laura			0	12	0	12
Spring 2017	Sec. Issues in the Mid. East	SEST57801	3	Natali, Denise	100%		0	15	0	15
Spring 2017	Warfare in the Middle East	SEST57901	3	Pollack, Kenneth	100%		0	18	0	18
Spring 2017	Energy & Security	SEST59401	3	Sullivan, Paul	25%	Emphasis on ME throughout course	0	15	0	15
Spring 2017	Energy & Security	SEST59402	3	Levine, Steven			1	17	0	18
Spring 2017	US Mid-East&Strategy post 9/11	SEST69901	3	Kahl, Colin	100%		1	17	0	18
Spring 2017	History of Al Qaeda and ISIS	SEST70201	3	Habeck, Mary	100%		0	17	0	17
Spring 2017	Exploring the Qur'an	THEO04201	3	Archer, George E.	75%		31	0	0	31
Spring 2017	Islamic Thought & Practice	THEO05001	3	Archer, George E.	75%		32	0	0	32
Spring 2017	Muslim/Christian Rel:Glbl Futr	THEO05501	3	Heck, Paul	75%		10	0	0	10
Spring 2017	Jewish Sages and Sinners	THEO06901	3	Belser, Julia W.	50%		29	0	0	29
Spring 2017	Christians in Islamic Society	THEO10601	3	Mugler, Joshua C.	75%		18	0	0	18
Spring 2017	Judaism and Modernity	THEO15001	3	Ray, Jonathan	75%		20	0	0	20
Spring 2017	Xian Theo in Conv with Islam	THEO37101	3	Madigan, Daniel	75%		0	5	0	5
Spring 2017	Intensive Beginning Turkish II	TURK01201	6	Onder, Sylvia W.	100%		7	6	0	13
Spring 2017	Intermediate Turkish II	TURK02201	3	Gur, Zeynep F.	100%		2	4	0	6
Spring 2017	Advanced Turkish II	TURK20201	3	Gur, Zeynep F.	100%		1	2	0	3
Spring 2017	Sex/Religion/Protest in Turkey	TURK35301	3	Onder, Sylvia W.	100%		1	0	0	1
Spring 2017	Advanced Turkish II	TURK40201	3	Gur, Zeynep F.	100%		0	1	0	1
Spring 2017	Sexual Politics in Arab World	WGST23101	3	Hosseini, Fatemeh	100%		24	0	0	24
Summer 2017	Urban Anthropology	ANTH28010	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA	8	0	1	9
Summer 2017	Intens 1st Lev Mod Stand Arb I	ARAB01110	6	Alzahrani, Hatem A.	100%		1	0	5	6
Summer 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01220	6	Alzahrani, Hatem A.	100%		1	0	7	8
Summer 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11110	6	Kilany, Hanaa	100%		2	0	0	2
Summer 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11162	6	Al Ali, Ghayda			2	0	0	2
Summer 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11220	6	Kilany, Hanaa	100%		2	0	1	3
Summer 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11262	6	Al Ali, Ghayda			2	0	0	2
Summer 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21510	6	Soufan, Abdallah	100%		2	0	2	4
Summer 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21562	6	Al Ali, Ghayda			11	0	0	11
Summer 2017	Intens 3rd Lvl Md Stnd Arab II	ARAB21662	6	Al Ali, Ghayda	100%		11	0	0	11
Summer 2017	Politics of Terrorism	BLHV274140	3	Lewis, Paul	25%	MENA case studies used	5	0	0	5
Summer 2017	Politics of Terrorism	BLHV274140	3	Buckley, William J.	25%		5	0	0	5
Summer 2017	Comparative Political Systems	GOVT04010	3	Langenbacher, Eric A.	25%	Middle East used as case study in CPS survey course	4	0	6	10
Summer 2017	Comparative Political Systems	GOVT04020	3	Brown, Caitlin M.			3	0	14	17
Summer 2017	International Relations	GOVT06010	3	Tookhy, Ahmad Farid	25%	Middle East used as case study in IR theory	4	0	14	18
Summer 2017	International Relations	GOVT06020	3	Kacowicz, Arie			1	0	43	44
Summer 2017	International Relations	GOVT06021	3	Kim, Joeun			10	0	15	25
Summer 2017	Negotiating Middle East Peace	GOVT47220	3	Kacowicz, Arie	100%		14	0	6	20
Summer 2017	Middle East I	HIST16010	3	Goffman, Laura F.	100%		9	0	0	9
Summer 2017	Middle East II	HIST16120	3	Dannies, Kate	100%		9	0	2	11
Summer 2017	Beginners Swahili I	INAF10462	3	Opalo, Kennedy O.	25%		8	0	0	8
Summer 2017	Beginners Swahili II	INAF10562	3	Opalo, Kennedy O.	25%		9	0	0	9
Summer 2017	Intermediate Swahili I	INAF20462	3	Opalo, Kennedy O.	25%		1	0	0	1

Summer 2017	Intensive 1st Level Persian I	PERS01110	6	Sadigh-Mostowfi, Farima	100%		1	0	4	5
Summer 2017	Intensive 1st Level Persian II	PERS01220	6	Sadigh-Mostowfi, Farima	100%		1	0	3	4
Summer 2017	Intensive 2nd Level Pers I	PERS02110	6	Valamotamed, Maziar	100%		2	0	2	4
Summer 2017	Intensive 2nd Level Pers II	PERS02220	6	Valamotamed, Maziar	100%		1	0	1	2
Summer 2017	Counterinsurgency	SEST52040	3	Connable, Alfred B.	50%	Examines insurgencies in MENA region	0	11	0	11
Summer 2017	Counterinsurgency	SEST52041	3	Connable, Alfred B.			0	2	0	2
Summer 2017	Terrorism:and the Mediterranean	SEST58610	3	Reinares, Fernando	100%		0	11	0	11
Summer 2017	Terrorism:And the Mediterranean	SEST58611	3	Reinares, Fernando	100%		0	4	0	4
Summer 2017	Sexual Politics in Arab World	WGST23113	3	Hosseini, Fatemeh	100%		9	0	1	10
Fall 2017	Visual Anthro:Ways of Seeing	ANTH12001	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA	18	0	0	18
Fall 2017	Anthro & Youth Culture	ANTH21501	3	Onder, Sylvia W.			26	0	0	26
Fall 2017	Race/Empire/Muslims in West	ANTH23401	3	Rizvi, Mubbashir A.	25%		9	0	0	9
Fall 2017	Intro: Medical Anthropology	ANTH25001	3	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA	25	0	0	25
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01101	6	Habib, Muhammad	100%		13	0	0	13
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01102	6	Habib, Muhammad			10	3	0	13
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01103	6	Klasova, Pamela M.			9	1	0	10
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01104	6	Al Ali, Ghayda			11	3	0	14
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01105	6	Assi, Seraje M.			10	0	0	10
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01106	6	Al-Mufti, Huda W.			4	4	0	8
Fall 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11101	6	Kilany, Hanaa	100%		13	4	0	17
Fall 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11102	6	Soufan, Abdallah			13	1	0	14
Fall 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11103	6	Baccouche, Belkacem			0	7	0	7
Fall 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11104	6	Al Ali, Ghayda			12	1	0	13
Fall 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11105	6	Al-Mufti, Huda W.			14	0	0	14
Fall 2017	Spoken Arabic I	ARAB11301	3	Kassab, Muhammad A.	100%		10	0	0	10
Fall 2017	Intro to Islamic Civilization	ARAB20101	3	Gannage, Emma	100%		29	0	0	29
Fall 2017	Arabic Media I	ARAB21301	3	Kharbouch, Fatima	100%		11	2	0	13
Fall 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21501	6	Baccouche, Belkacem	100%		0	16	0	16
Fall 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21502	6	Colla, Elliott			13	1	0	14
Fall 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21502	6	Kilany, Hanaa			13	1	0	14
Fall 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21503	6	Kilany, Hanaa			5	6	0	11
Fall 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21503	6	Stetkevych, Suzanne			5	6	0	11
Fall 2017	Arabic Drama	ARAB34001	3	Kilany, Hanaa	100%		7	0	0	7
Fall 2017	Map of the Arab World	ARAB34801	3	Baccouche, Belkacem	100%		5	0	0	5
Fall 2017	Linguistic Analysis of Arabic	ARAB39101	3	Alqassas, Ahmad	100%		3	1	0	4
Fall 2017	Intro: Arabic Sociolinguistics	ARAB39301	3	Alqassas, Ahmad	100%		5	0	0	5
Fall 2017	Senior Honors Thesis	ARAB40001	3	Colla, Elliott	100%		2	0	0	2
Fall 2017	War&Migration in MiddleEas Lit	ARAB40701	3	Colla, Elliott	100%		4	3	0	7
Fall 2017	Intro to Arabic Phil & Theo	ARAB47001	3	Gannage, Emma	100%		2	6	0	8
Fall 2017	Islamic Law:Concepts/Controver	ARAB57101	3	Opwis, Felicitas	100%		0	7	0	7
Fall 2017	Poetry of Ma'arri:Enga to Dis	ARAB62401	3	Stetkevych, Suzanne	100%		0	2	0	2
Fall 2017	Adv Arabic Topic: Syrian Rev	ARST33101	3	Alahmad, Mohammad	100%		1	6	0	7
Fall 2017	Understanding the Arab World	ARST40101	3	Neep, Daniel	100%		12	0	0	12
Fall 2017	20th c History of Middle East	ARST50001	3	Tucker, Judith E.	100%		0	22	0	22
Fall 2017	Literature of Syria	ARST51601	3	Alahmad, Mohammad	100%		0	3	0	3
Fall 2017	Culture & Society: Arab World	ARST51801	3	Davis, Rochelle	100%		1	11	0	12

Fall 2017	History and Politics of Iraq	ARST52801	3	Sassoon, Joseph	100%		0	15	0	15
Fall 2017	Development/Aid/Conflict:MENA	ARST54301	3	Calis, Irene	100%		1	12	0	13
Fall 2017	Political Economy: Middle East	ARST56401	3	Sassoon, Joseph	100%		1	15	0	16
Fall 2017	Comp ArabCivil-Military Relatn	ARST57301	3	Jebnoun, Noureddine	100%		0	11	0	11
Fall 2017	Education in MENA: Knowldg&Pol	ARST61101	3	Adely, Fida	100%		1	8	0	9
Fall 2017	Comp Politics of Middle East	ARST62501	3	Neep, Daniel	100%		0	13	0	13
Fall 2017	Colonialism & Art of Race	ARTH44101	3	Hammerschlag, Keren	25%		6	3	0	9
Fall 2017	Politics of Terrorism	BLHV27410	3	Buckley, William J.	25%	MENA case studies used	8	0	0	8
Fall 2017	Politics of Terrorism	BLHV27410	3	Lewis, Paul			8	0	0	8
Fall 2017	Med.Arts,&Culp in War & Peace	CULP22201	3	Al Sayed, Honey	75%		21	0	0	21
Fall 2017	Migration/Identity Contemp Fr	FREN45701	3	Durmelat, Sylvie N.	50%	Includes Arabic-speaking populations in France	13	0	0	13
Fall 2017	The EU, North Africa & Sahel	GEST59901	3	Fernandez Sola, Natividad	75%		0	1	0	1
Fall 2017	Comparative Political Systems	GOVT04001	3	Langenbacher, Eric A.	25%	Middle East used as case study in CPS survey course	21	0	0	21
Fall 2017	Comparative Political Systems	GOVT04002	3	Langenbacher, Eric A.			18	0	0	18
Fall 2017	Comparative Political Systems	GOVT04003	3	Langenbacher, Eric A.			26	0	0	26
Fall 2017	Comparative Political Systems	GOVT04004	3	Langenbacher, Eric A.			24	0	0	24
Fall 2017	Comparative Political Systems	GOVT04005	3	Langenbacher, Eric A.			25	0	0	25
Fall 2017	Comparative Political Systems	GOVT04006	3	Langenbacher, Eric A.			25	0	0	25
Fall 2017	Comparative Political Systems	GOVT04007	3	Carnes, Matthew			24	0	0	24
Fall 2017	Comparative Political Systems	GOVT04008	3	Carnes, Matthew			21	0	0	21
Fall 2017	Comparative Political Systems	GOVT04009	3	Carnes, Matthew			22	0	0	22
Fall 2017	Comparative Political Systems	GOVT04010	3	Carnes, Matthew			26	0	0	26
Fall 2017	Comparative Political Systems	GOVT04011	3	Carnes, Matthew			26	0	0	26
Fall 2017	Comparative Political Systems	GOVT04012	3	Carnes, Matthew			26	0	0	26
Fall 2017	Comparative Political Systems	GOVT04013	3	Carnes, Matthew			25	0	0	25
Fall 2017	Comparative Political Systems	GOVT04014	3	Carnes, Matthew			24	0	0	24
Fall 2017	Comparative Political Systems	GOVT04015	3	Carnes, Matthew			25	0	0	25
Fall 2017	Comparative Political Systems	GOVT04016	3	Carnes, Matthew			24	0	0	24
Fall 2017	International Relations	GOVT06001	3	Bennett, Andrew O.	25%	Middle East used as case study in IR theory	22	0	0	22
Fall 2017	International Relations	GOVT06002	3	Bennett, Andrew O.			22	0	0	22
Fall 2017	International Relations	GOVT06003	3	Bennett, Andrew O.			23	0	0	23
Fall 2017	International Relations	GOVT06004	3	Bennett, Andrew O.			23	0	0	23
Fall 2017	International Relations	GOVT06005	3	Bennett, Andrew O.			21	0	0	21
Fall 2017	International Relations	GOVT06006	3	Bennett, Andrew O.			24	0	0	24
Fall 2017	International Relations	GOVT06007	3	Bennett, Andrew O.			23	0	0	23
Fall 2017	International Relations	GOVT06008	3	Bennett, Andrew O.			23	0	0	23
Fall 2017	International Relations	GOVT06009	3	Lieber, Keir A.			25	0	0	25
Fall 2017	International Relations	GOVT06010	3	Lieber, Keir A.			23	0	0	23
Fall 2017	International Relations	GOVT06011	3	Lieber, Keir A.			26	0	0	26
Fall 2017	International Relations	GOVT06012	3	Lieber, Keir A.			25	0	0	25
Fall 2017	International Relations	GOVT06013	3	Lieber, Keir A.			22	0	0	22
Fall 2017	International Relations	GOVT06014	3	Lieber, Keir A.			24	0	0	24
Fall 2017	International Relations	GOVT06015	3	Lieber, Keir A.			24	0	0	24
Fall 2017	International Relations	GOVT06016	3	Lieber, Keir A.			25	0	0	25
Fall 2017	DepSem: Reli, Ethic, World Aff	GOVT31301	3	Hollenbach, David	25%	Covers role of Islam in politics	8	0	0	8
Fall 2017	Dept Sem:War & Peace:Arabs Isr	GOVT37701	3	Morris, Benjamin	100%		10	1	0	11

Fall 2017	Dept Sem: Islam and Democracy	GOVT43401	3	King, Stephen J.	75%		14	1	0	15
Fall 2017	Dept Sem: Globalization & Autoc	GOVT44401	3	Brumberg, Daniel M.	75%		1	8	0	9
Fall 2017	Dept Sem: Politics North Africa	GOVT44601	3	King, Stephen J.	100%		13	0	0	13
Fall 2017	Arab Politics in Transition	GOVT45801	3	King, Stephen J.	100%		27	7	0	34
Fall 2017	Growth & Extremism in Africa	GOVT59401	3	Villa-Vicencio, Charles	25%	Extremism in Muslim countries	0	11	0	11
Fall 2017	Routes to Resolve M.E. Conflict	GOVX51401	1	Rudman, Mara	100%		0	9	0	9
Fall 2017	Intensive Beginning Hebrew	HEBR01101	6	Grayson, Sara	100%		5	2	0	7
Fall 2017	Interm Modern Hebrew I	HEBR02101	3	Orr, Meital	100%		3	1	0	4
Fall 2017	Advanced Modern Hebrew I	HEBR10101	3	Grayson, Sara	100%		3	1	0	4
Fall 2017	Tutorial: Hebrew	HEBR30101	3	Grayson, Sara	100%		1	0	0	1
Fall 2017	The Islamic World	HIST10901	3	Brown, Jonathan A.	75%		70	0	0	70
Fall 2017	Middle East I	HIST16001	3	Agoston, Gabor J.	100%		22	0	0	22
Fall 2017	Middle East I	HIST16002	3	Agoston, Gabor J.			21	0	0	21
Fall 2017	Middle East I	HIST16003	3	Agoston, Gabor J.			20	0	0	20
Fall 2017	Middle East I	HIST16004	3	Agoston, Gabor J.			18	0	0	18
Fall 2017	Middle East I	HIST16005	3	Agoston, Gabor J.			17	0	0	17
Fall 2017	Middle East I	HIST16006	3	Agoston, Gabor J.			20	0	0	20
Fall 2017	Middle East I	HIST16007	3	Agoston, Gabor J.			15	0	0	15
Fall 2017	Islam and War	HIST36001	3	Agoston, Gabor J.	100%		10	2	0	12
Fall 2017	Topic: Gender/Conflict in ME	HIST36201	3	Dannies, Kate	100%		18	0	0	18
Fall 2017	Topic: Israel/Palestine 20th C.	HIST36202	3	Reger, Jeffrey D.	100%		15	0	0	15
Fall 2017	Muslims in the West	HIST36301	3	Haddad, Yvonne Y.	75%		15	0	0	15
Fall 2017	Middle East Research Sem	HIST86301	3	Tucker, Judith E.	100%		0	9	0	9
Fall 2017	Proseminar: Islam and the West	INAF10001	3	Esposito, John L.	75%		14	0	0	14
Fall 2017	Beginners Swahili I	INAF10401	3	Ngundi, James	25%		11	2	0	13
Fall 2017	Theo Aspects of ME Morass	INAF10901	3	Soltes, Ori Z.	100%		17	0	0	17
Fall 2017	Intro to Jewish Civ	INAF19901	3	Orr, Meital	75%		3	0	0	3
Fall 2017	Intermediate Swahili	INAF20301	3	Ngundi, James	25%		3	2	0	5
Fall 2017	The Arab Spring and Israel	INAF24501	3	Stern, Moran M.	100%		9	0	0	9
Fall 2017	Terrorism and Counterterrorism	INAF25301	3	Byman, Daniel	75%		66	0	0	66
Fall 2017	Advanced Swahili I	INAF31001	3	Muaka, Leonard	25%		1	3	0	4
Fall 2017	Hist of Peace-Making: Mid East	INAF32101	3	Ross, Dennis B.	100%		5	0	0	5
Fall 2017	Terror, Islam and the Media	INAF35401	3	Hasan, Mehdi	50%		17	0	0	17
Fall 2017	Immigrants, Refugees & State	INAF35501	3	Ferris, Elizabeth	25%	Examples of MENA refugees	18	2	0	20
Fall 2017	The Arab-Israeli Conflict	INAF37101	3	Morris, Benjamin	100%		8	0	0	8
Fall 2017	Islam-Democracy-Globl Terrorism	INAF40701	3	Esposito, John L.	75%		15	0	0	15
Fall 2017	Muslims & NonMus Minority in ME	INAF42001	3	Haddad, Yvonne Y.	100%		3	1	0	4
Fall 2017	Religion, Ethics, & Wrld Affairs	INAF43801	3	Hollenbach, David	25%	Covers role of Islam in politics	7	1	0	8
Fall 2017	Govt/Politics of Turkey	INAF46501	3	Ciddi, Sinan	100%		2	1	0	3
Fall 2017	Intro to Humanitarian Crises	INAF69801	3	Wistrand, Jennifer	25%	Includes MENA case studies	1	19	0	20
Fall 2017	Intro to Humanitarian Crises	INAF69802	3	Anderson, Jessica L.			1	6	0	7
Fall 2017	The Iran Nuclear Deal	IPOL31001	1	Mull, Stephen D.	100%		11	0	0	11
Fall 2017	Global Jihadism	IPOL38201	3	Staffel, Simon	75%		13	0	0	13
Fall 2017	Theo Aspects of ME Morass	JCIV10901	3	Soltes, Ori Z.	100%		14	0	0	14
Fall 2017	Combat Global Anti-Semitism	JCIV18801	3	Forman, Ira	25%		7	0	0	7
Fall 2017	Combat Global Anti-Semitism	JCIV18801	3	Sommer, Anna	25%		7	0	0	7

Fall 2017	Magic & Religion	JCIV18901	3	Soltes, Ori Z.	25%	Paganism and roots of Judaism/Christianity	3	0	0	3
Fall 2017	Intro to Jewish Civ	JCIV19901	3	Orr, Meital	75%		9	0	0	9
Fall 2017	Symbols of Faith	JCIV22401	3	Soltes, Ori Z.	25%	Origins of Abrahamic faiths	7	0	0	7
Fall 2017	The Arab Spring and Israel	JCIV24501	3	Stern, Moran M.	100%		4	0	0	4
Fall 2017	Hist of Peace-Making:Mid East	JCIV32101	3	Ross, Dennis B.	100%		6	0	0	6
Fall 2017	Jewish Civilization Sr Collqm	JCIV44301	3	Hammerschlag, Keren	100%		3	0	0	3
Fall 2017	Jewish Civilization Sr Collqm	JCIV44302	3	Hammerschlag, Keren			3	0	0	3
Fall 2017	Religion in Conflict/Peacebldg	JUPS28801	3	Jafari, Sheherazade R.	25%	Examples of Islam in conflict/peacebuilding	18	0	0	18
Fall 2017	Israel/Palestine Conflict: Legal Issues	LAWG41408	3	Abu-Odeh, Lama	100%		0	0	8	8
Fall 2017	Refugee Law and Policy	LAWG44008	2	Neal, David	25%	Includes cases dealing with MENA refugees	0	0	14	14
Fall 2017	Israel/Palestine Conflict: Legal Issues	LAWJ41408	3	Abu-Odeh, Lama	100%		0	0	11	11
Fall 2017	Refugee Law and Policy	LAWJ44008	2	Neal, David	25%	Includes cases dealing with MENA refugees	0	0	13	13
Fall 2017	Inst. Diplomacy & Interntnl Bus	MIBP85010	1.5	Edelstein, David M.	25%	Examples from MENA region	0	27	0	27
Fall 2017	Global Security Threats	MIBP87110	2	Edelstein, David M.	25%	Emphasis on ME	0	27	0	27
Fall 2017	Global Security Threats	MIBP87110	2	Voeten, Erik	25%		0	27	0	27
Fall 2017	Engaging Change: MENA	MSFS73001	3	Bergman, Michael	100%		0	16	0	16
Fall 2017	Engaging Change: MENA	MSFS73001	3	Sadjadpour, Karim	100%		0	16	0	16
Fall 2017	Intensive 1st Level Persian I	PERS01101	6	Sadigh-Mostowfi, Farima	100%		14	5	0	19
Fall 2017	Intensive Intermediate Pers I	PERS02101	6	Sadigh-Mostowfi, Farima	100%		5	2	0	7
Fall 2017	Advanced Persian	PERS20101	3	Sadigh-Mostowfi, Farima	100%		3	1	0	4
Fall 2017	Iranian Cinema & Culture	PERS36401	3	Valamotamed, Maziar	100%		7	0	0	7
Fall 2017	Counterinsurgency	SEST52001	3	Krause, Lincoln	50%	Examines insurgencies in MENA region	0	17	0	17
Fall 2017	Terrorism/Counterterrorism	SEST54601	3	Byman, Daniel	50%	Terrorist organizations active in MENA region used	0	17	0	17
Fall 2017	Terrorism/Counterterrorism	SEST54602	3	Hoffman, Bruce	50%		0	18	0	18
Fall 2017	Energy & Security	SEST59401	3	Sullivan, Paul	25%	Emphasis on ME throughout course	0	16	0	16
Fall 2017	Energy & Security	SEST59402	3	Levine, Steven			0	10	0	10
Fall 2017	Power Politics:Greater MidEast	SEST64501	3	Parsi, Trita	100%		0	16	0	16
Fall 2017	US Policy in MENA Since 2003	SEST68501	3	Goldenberg, Ilan	100%		0	14	0	14
Fall 2017	US Mid-East&Strategy post 9/11	SEST69901	3	Kahl, Colin	100%		0	17	0	17
Fall 2017	Turkey and the Levant	SEST71501	3	Doyle, Paula A.	100%		0	12	0	12
Fall 2017	Islam & Challenges of Modernity	THEO03601	3	Marshall, David	75%		14	0	0	14
Fall 2017	Introduction to the Qur'an	THEO10901	3	Marshall, David	75%		10	0	0	10
Fall 2017	Relign & Empire:Case of Islam	THEO18601	3	Heck, Paul	75%		18	0	0	18
Fall 2017	Judaism Under Crescent & Cross	THEO24001	3	Ray, Jonathan	50%		6	0	0	6
Fall 2017	Hebrew Script Sem: Torah	THEO25701	3	Wilson, Stephen M.	50%		6	0	0	6
Fall 2017	Qur'An & Its Readers	THEO70301	3	Madigan, Daniel	75%		0	6	0	6
Fall 2017	Intensive Beginning Turkish I	TURK01101	6	Onder, Sylvia W.	100%		8	4	0	12
Fall 2017	Intermediate Turkish I	TURK02101	3	Gur, Zeynep F.	100%		7	3	0	10
Fall 2017	Advanced Turkish I	TURK20101	3	Gur, Zeynep F.	100%		3	4	0	7
Fall 2017	Advanced Turkish I	TURK40101	3	Gur, Zeynep F.	100%		0	1	0	1
Fall 2017	Women's Internatl Human Rights	WGST25301	3		25%	Examples from MENA region	26	0	0	26

Spring 2018	Anthropology & the Body	ANTH25101	3	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA	29	0	0	29
Spring 2018	Disability & Culture	ANTH25601	4	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA	22	0	0	22
Spring 2018	Urban Anthropology	ANTH28001	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA	34	0	0	34
Spring 2018	War & Peace in Darfur	ANTH35001	3	Abusharaf, Rogaia	75%		2	0	0	2
Spring 2018	CBL:Refu/Asylees/Migrants/Traf	ANTH35101	4	Brennan, Denise E.	25%	MENA case studies used	9	0	0	9
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01201	6	Habib, Muhammad	100%		14	0	0	14
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01202	6	Habib, Muhammad			9	0	0	9
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01203	6	Assi, Seraje M.			7	1	0	8
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01204	6	Al Ali, Ghayda			10	3	0	13
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01205	6	Klasova, Pamela M.			12	0	0	12
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01206	6	Al-Mufti, Huda W.			5	5	0	10
Spring 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11201	6	Kilany, Hanaa	100%		10	2	0	12
Spring 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11202	6	Soufan, Abdallah			14	0	0	14
Spring 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11203	6	Baccouche, Belkacem			0	6	0	6
Spring 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11204	6	Al Ali, Ghayda			10	2	0	12
Spring 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11205	6	Al-Mufti, Huda W.			16	0	0	16
Spring 2018	Formal Spoken Arabic II	ARAB11401	3	Kassab, Muhammad A.	100%		5	0	0	5
Spring 2018	Arabic Media II	ARAB21401	3	Kilany, Hanaa	100%		7	2	0	9
Spring 2018	Intens 3rd Lvl Md Stnd Arab II	ARAB21601	6	Baccouche, Belkacem	100%		1	10	0	11
Spring 2018	NonInten Adv Mod Stand Arabic2	ARAB21702	3	Kilany, Hanaa	100%		7	5	0	12
Spring 2018	Business Arabic	ARAB32801	3	Al Ali, Ghayda	100%		6	2	0	8
Spring 2018	Arabic Capstone Seminar	ARAB35001	3	Colla, Elliott	100%		8	0	0	8
Spring 2018	Grammar through Poetry & Song	ARAB38601	3	Baccouche, Belkacem	100%		1	10	0	11
Spring 2018	Slavery & Islam	ARAB40601	3	Brown, Jonathan A.	100%		6	0	0	6
Spring 2018	Shariah Law	ARAB41701	3	Brown, Jonathan A.	100%		9	1	0	10
Spring 2018	Modern Arabic Poetry	ARAB42301	3	Alzahrani, Hatem A.	100%		6	3	0	9
Spring 2018	Arabic Dialectology	ARAB43201	3	Alqassas, Ahmad	100%		3	3	0	6
Spring 2018	Polit Phil in Classical Islam	ARAB52601	3	Gannage, Emma	100%		0	4	0	4
Spring 2018	IntroArb/IsIm Stud:Sources/Met	ARAB55501	3	Opwis, Felicitas	100%		0	4	0	4
Spring 2018	Adv Arabic Writing/Composition	ARST22001	3	Alahmad, Mohammad	100%		1	4	0	5
Spring 2018	US Foreign Policy & The Gulf	ARST31801	1.5	Ziadeh, Susan	100%		3	0	0	3
Spring 2018	Prison Literature	ARST32101	3	Alahmad, Mohammad	100%		1	1	0	2
Spring 2018	CLab:Devt/Displacement:Arab Wrl	ARST36701	3	Adely, Fida	100%		15	0	0	15
Spring 2018	CLab:Devt/Displacement:Arab Wrl	ARST36701	3	Davis, Rochelle	100%		15	0	0	15
Spring 2018	CLab: Devt & Displacement IFW	ARST36801	1	Adely, Fida	100%		14	0	0	14
Spring 2018	CLab: Devt & Displacement IFW	ARST36801	1	Davis, Rochelle	100%		14	0	0	14
Spring 2018	Arab Studies Cert Capstone	ARST40201	1	Adely, Fida	100%		5	0	0	5
Spring 2018	Ethnic/Rel Minorities: MidEast	ARST46401	3	Khnefess, Amir	100%		3	8	0	11
Spring 2018	Water in MENA:Local Pract/Pol	ARST48801	3	Benessaiah, Nejm	100%		3	3	0	6
Spring 2018	The Arabian Peninsula	ARST49201	3	Al-Saif, Bader M.	100%		3	6	0	9
Spring 2018	Intro to Study of Arab World	ARST50101	3	Neep, Daniel	100%		0	24	0	24
Spring 2018	Palestine and the Global South	ARST50920	1.5	Calis, Irene	100%		1	4	0	5
Spring 2018	Prison Literature	ARST52101	3	Alahmad, Mohammad	100%		0	3	0	3
Spring 2018	Women&Gender in Arab World	ARST53201	3	Adely, Fida	100%		0	12	0	12

Spring 2018	Refugees: Mideast & N. Africa	ARST53301	3	Sassoon, Joseph	100%		0	17	0	17
Spring 2018	Issues in Educatn/Dev't:MENA	ARST61210	1.5	Adely, Fida	100%		2	7	0	9
Spring 2018	International Relations: ME	ARST61901	3	Daoudy, Marwa	100%		0	13	0	13
Spring 2018	Politics of Syria	ARST64701	3	Neep, Daniel	100%		0	8	0	8
Spring 2018	Global Bus Exp:Abu Dhabi/Dubai	BADM65003	4.5	Gill, Brian	100%		0	41	0	41
Spring 2018	Politics of Terrorism	BLHV27410	3	Buckley, William J.	25%	MENA case studies used	9	0	0	9
Spring 2018	Med,Arts,&Culp in War & Peace	CULP22201	3	Al Sayed, Honey	75%		22	0	0	22
Spring 2018	Comparative Political Systems	GOVT04001	3	Gustafson, Thane E.	25%	Middle East used as case study in CPS survey course	26	0	0	26
Spring 2018	Comparative Political Systems	GOVT04002	3	Gustafson, Thane E.			17	0	0	17
Spring 2018	Comparative Political Systems	GOVT04003	3	Gustafson, Thane E.			26	0	0	26
Spring 2018	Comparative Political Systems	GOVT04004	3	Gustafson, Thane E.			23	0	0	23
Spring 2018	Comparative Political Systems	GOVT04005	3	Gustafson, Thane E.			20	0	0	20
Spring 2018	Comparative Political Systems	GOVT04006	3	Gustafson, Thane E.			21	0	0	21
Spring 2018	Comparative Political Systems	GOVT04007	3	Simmons, Joel			26	0	0	26
Spring 2018	Comparative Political Systems	GOVT04008	3	Simmons, Joel			24	0	0	24
Spring 2018	Comparative Political Systems	GOVT04009	3	Simmons, Joel			23	0	0	23
Spring 2018	Comparative Political Systems	GOVT04010	3	Simmons, Joel			26	0	0	26
Spring 2018	Comparative Political Systems	GOVT04011	3	Simmons, Joel			23	0	0	23
Spring 2018	Comparative Political Systems	GOVT04012	3	Simmons, Joel			26	0	0	26
Spring 2018	International Relations	GOVT06001	3	Howard, Lise	25%	Middle East used as case study in IR theory	26	0	0	26
Spring 2018	International Relations	GOVT06002	3	Howard, Lise			24	0	0	24
Spring 2018	International Relations	GOVT06003	3	Howard, Lise			22	0	0	22
Spring 2018	International Relations	GOVT06004	3	Howard, Lise			27	0	0	27
Spring 2018	International Relations	GOVT06005	3	Howard, Lise			21	0	0	21
Spring 2018	International Relations	GOVT06006	3	Howard, Lise			26	0	0	26
Spring 2018	International Relations	GOVT06007	3	Howard, Lise			25	0	0	25
Spring 2018	International Relations	GOVT06008	3	Howard, Lise			24	0	0	24
Spring 2018	International Relations	GOVT06009	3	Bennett, Andrew O.			24	0	0	24
Spring 2018	International Relations	GOVT06010	3	Bennett, Andrew O.			24	0	0	24
Spring 2018	International Relations	GOVT06011	3	Bennett, Andrew O.			24	0	0	24
Spring 2018	International Relations	GOVT06012	3	Bennett, Andrew O.			23	0	0	23
Spring 2018	International Relations	GOVT06013	3	Bennett, Andrew O.			20	0	0	20
Spring 2018	International Relations	GOVT06014	3	Bennett, Andrew O.			22	0	0	22
Spring 2018	International Relations	GOVT06015	3	Bennett, Andrew O.			16	0	0	16
Spring 2018	International Relations	GOVT06016	3	Bennett, Andrew O.			15	0	0	15
Spring 2018	DepSem: Reli, Ethic, World Aff	GOVT31301	3	Christiansen, Drew	25%	Covers role of Islam in politics	11	0	0	11
Spring 2018	DepSem: Reli, Ethic, World Aff	GOVT31302	3	Hollenbach, David			9	0	0	9
Spring 2018	Pol Violence in Name of God	GOVT40601	3	Cesari, Jocelyne	50%		9	3	0	12
Spring 2018	DeptSem: Globalization&Autoc	GOVT44401	3	Brumberg, Daniel M.	75%		8	3	0	11
Spring 2018	Dept Sem:Terror & Reprisal M.E	GOVT46601	3	Morris, Benjamin	100%		6	0	0	6
Spring 2018	Terrorism	GOVT54701	3	Balcells, Laia	50%		1	8	0	9
Spring 2018	Intensive Beginning Hebrew II	HEBR01201	6	Grayson, Sara	100%		4	2	0	6
Spring 2018	Interm Mod Hebrew II	HEBR02201	3	Orr, Meital	100%		4	0	0	4
Spring 2018	Advanced Modern Hebrew II	HEBR10201	3	Grayson, Sara	100%		3	1	0	4
Spring 2018	Hist Focus: Oil & World Power	HIST09901	3	Painter, David S.	25%	Discusses major historical events in the ME relating to oil and the intl. system	16	0	0	16
Spring 2018	Hist Focus: Oil & World Power	HIST09902	3	Painter, David S.			16	0	0	16
Spring 2018	Hist Focus: Oil & World Power	HIST09903	3	Painter, David S.			14	0	0	14

Spring 2018	Hist Focus: Oil & World Power	HIST09904	3	Painter, David S.			14	0	0	14
Spring 2018	Hist Focus: Women/Gender in ME	HIST09913	3	Tucker, Judith E.	100%		17	0	0	17
Spring 2018	Hist Focus: Women/Gender in ME	HIST09914	3	Tucker, Judith E.			16	0	0	16
Spring 2018	Hist Focus: Women/Gender in ME	HIST09915	3	Tucker, Judith E.			17	0	0	17
Spring 2018	Hist Focus: Women/Gender in ME	HIST09916	3	Tucker, Judith E.			18	0	0	18
Spring 2018	Middle East II	HIST16101	3	Aksakal, Mustafa	100%		21	0	0	21
Spring 2018	Middle East II	HIST16102	3	Aksakal, Mustafa			21	0	0	21
Spring 2018	Middle East II	HIST16103	3	Aksakal, Mustafa			19	0	0	19
Spring 2018	Middle East II	HIST16104	3	Aksakal, Mustafa			19	0	0	19
Spring 2018	Middle East II	HIST16105	3	Aksakal, Mustafa			18	0	0	18
Spring 2018	Middle East II	HIST16106	3	Aksakal, Mustafa			19	0	0	19
Spring 2018	Society/Politics Modern Turkey	HIST36501	3	Aksakal, Mustafa	100%		11	0	0	11
Spring 2018	Muslim Women & the West	HIST36701	3	Haddad, Yvonne Y.	75%		5	0	0	5
Spring 2018	Middle East after WWI	HIST46201	3	Morris, Benjamin	100%		11	1	0	12
Spring 2018	Sayyid Qutb & Islamic Extremism	HIST56901	3	Haddad, Yvonne Y.	75%		1	3	0	4
Spring 2018	Res Sem: Middle East History	HIST86701	3	Tucker, Judith E.	100%		0	7	0	7
Spring 2018	Beginners Swahili II	INAF10501	3	Ngundi, James	25%		8	1	0	9
Spring 2018	Sex/War/Tattoo:Jwsh Lw Cnt Prb	INAF18701	3	Gartner, Rachel F.	25%	Contemporary issues related to Jewish law	1	0	0	1
Spring 2018	Sex/War/Tattoo:Jwsh Lw Cnt Prb	INAF18701	3	Saperstein, David			1	0	0	1
Spring 2018	Combat Global Anti-Semitism	INAF18801	3	Forman, Ira	25%		5	0	0	5
Spring 2018	Re-Examining ME Crisis: Lit/Film	INAF19601	3	Orr, Meital	100%		5	0	0	5
Spring 2018	Intro to Jewish Civ	INAF19902	3	Rosenblatt, Eli	75%		9	0	0	9
Spring 2018	Rsrchngeopolitics:Oil	INAF20004	3	Painter, David S.	25%		3	0	0	3
Spring 2018	Intermediate Swahili II	INAF20401	3	Ngundi, James	25%		1	1	0	2
Spring 2018	Jewish Thinkers Post-Medieval	INAF22701	3	Soltes, Ori Z.	50%		5	0	0	5
Spring 2018	Islam and Terrorism	INAF22801	3	Sonn, Tamara	75%		20	0	0	20
Spring 2018	Congress&Making ME Foreign Pol	INAF23501	3	Pletka, Danielle	100%		15	0	0	15
Spring 2018	The Arab Spring and Israel	INAF24501	3	Stern, Moran M.	100%		9	0	0	9
Spring 2018	Authoritarianism	INAF27501	3	Sassoon, Joseph	50%	Professor is MENA specialist; cases from MENA	12	0	0	12
Spring 2018	Advanced Swahili II	INAF28601	3	Muaka, Leonard	25%		1	2	0	3
Spring 2018	Post 1979 Pakstn,Afghan,Iran	INAF35101	3	Hussain, Touqir	100%		16	0	0	16
Spring 2018	Immigrants, Refugees & State	INAF35501	3	Ferris, Elizabeth	25%	Examples of MENA refugees	20	2	0	22
Spring 2018	US Pol/Isr-Pal Confl:2000-Tday	INAF39101	3	Abrams, Elliott	100%		10	0	0	10
Spring 2018	Muslim Women & the West	INAF39701	3	Haddad, Yvonne Y.	75%		3	0	0	3
Spring 2018	Slavery & Islam	INAF40601	3	Brown, Jonathan A.	75%		3	0	0	3
Spring 2018	The Quran & its Interpreters	INAF41101	3	Mirza, Younus Y.	100%		3	0	0	3
Spring 2018	Sharia Law & its Discontents	INAF41701	3	Brown, Jonathan A.	100%		8	0	0	8
Spring 2018	Religion, Ethics,& Wrld Affairs	INAF43801	3	Christiansen, Drew	25%	Covers role of Islam in politics	5	0	0	5
Spring 2018	Religion, Ethics,& Wrld Affairs	INAF43802	3	Hollenbach, David			4	0	0	4
Spring 2018	Statecraft and Negotiation	INAF44401	3	Ross, Dennis B.	25%	Includes Middle East examples	4	1	0	5
Spring 2018	Statecraft and Negotiation	INAF44402	3	Ross, Dennis B.			17	0	0	17
Spring 2018	Turkish Foreign Policy	INAF45201	3	Ciddi, Sinan	100%		7	3	0	10
Spring 2018	ISD Capstone: The US and Iran	INAF63201	3	Mull, Stephen D.	100%		0	10	0	10
Spring 2018	ISD Capstone Rebuilding Yemen	INAF63501	3	Bodine, Barbara	100%		0	10	0	10
Spring 2018	ISD Capstone: S. Sudan Cnflct	INAF63801	3	Thomas-Greenfield, Linda	100%		0	8	0	8

Spring 2018	Intl Migration & Development	INAF64801	3	Wistrand, Jennifer	25%	Includes MENA refugees/migration	0	6	0	6
Spring 2018	Refugee/Humanitarian Emergnc	INAF69401	3	Ferris, Elizabeth	25%	Includes Syria	0	6	0	6
Spring 2018	Intro to Humanitarian Crises	INAF69801	3	Richard, Anne C.	25%	Includes MENA case studies	1	15	0	16
Spring 2018	Sex/War/Tattoo:Jwsh Lw Cnt Prb	JCIV18701	3	Gartner, Rachel F.	25%	Contemporary issues related to Jewish law	6	0	0	6
Spring 2018	Sex/War/Tattoo:Jwsh Lw Cnt Prb	JCIV18701	3	Saperstein, David			6	0	0	6
Spring 2018	Combat Global Anti-Semitism	JCIV18801	3	Forman, Ira	25%		8	0	0	8
Spring 2018	Re-Examining ME Crisis: Lit/Film	JCIV19601	3	Orr, Meital	100%		10	0	0	10
Spring 2018	Intro to Jewish Civ	JCIV19902	3	Rosenblatt, Eli	75%		7	0	0	7
Spring 2018	Jewish Thinkers Post-Medieval	JCIV22701	3	Soltes, Ori Z.	50%		6	0	0	6
Spring 2018	Congress&Making ME Foreign Pol	JCIV23501	3	Pletka, Danielle	100%		2	0	0	2
Spring 2018	The Arab Spring and Israel	JCIV24501	3	Stern, Moran M.	100%		1	0	0	1
Spring 2018	Jewish American Literature	JCIV29001	3	Berlinerblau, Jacques	25%		10	0	0	10
Spring 2018	US Pol/Isr-Pal Confl:2000-Tday	JCIV39101	3	Abrams, Elliott	100%		9	0	0	9
Spring 2018	Jewish Civilization Sr Collqm	JCIV44303	3	Hammerschlag, Keren	100%		4	0	0	4
Spring 2018	Jewish Civilization Sr Collqm	JCIV44304	3	Hammerschlag, Keren	100%		8	0	0	8
Spring 2018	Statecraft and Negotiation	JCIV44401	3	Ross, Dennis B.	25%	MENA examples used	7	1	0	8
Spring 2018	Global Mobility	MIBP82240	1	Donato, Katharine M.	25%	Examples of MENA and migration	0	35	0	35
Spring 2018	Comp Politics, Dev Economics	MIBP83040	1.5	Desai, Raj M.	25%	Examples from MENA region	0	35	0	35
Spring 2018	Iraq/Syria: Age of Revolution	MSFS57603	3	Alzayat, Wael N.	100%		0	15	0	15
Spring 2018	Intensive 1st Level Persian II	PERS01201	6	Sadigh-Mostowfi, Farima	100%		13	3	0	16
Spring 2018	Interm Persian II	PERS02201	6	Sadigh-Mostowfi, Farima	100%		3	1	0	4
Spring 2018	Advanced Persian II	PERS20201	3	Valamotamed, Maziar	100%		4	0	0	4
Spring 2018	Tutorial: Persian	PERS30101	1	Sadigh-Mostowfi, Farima	100%		1	0	0	1
Spring 2018	Persian Media:Trans &Interpret	PERS34501	3	Valamotamed, Maziar	100%		5	0	0	5
Spring 2018	Counterinsurgency	SEST52001	3	Smitson, Scott	50%	Examines insurgencies in MENA region	0	11	0	11
Spring 2018	Terrorism/Counterterrorism	SEST54601	3	Arsenault, Elizabeth G.	50%	Terrorist organizations active in MENA region used	2	16	0	18
Spring 2018	Terrorism/Counterterrorism	SEST54602	3	Yayla, Ahmet			0	16	0	16
Spring 2018	Sec. Issues in the Mid. East	SEST57801	3	Natali, Denise	100%		0	13	0	13
Spring 2018	Warfare in the Middle East	SEST57901	3	Pollack, Kenneth	100%		1	17	0	18
Spring 2018	Energy & Security	SEST59402	3	Levine, Steven	25%	Emphasis on ME throughout course	0	18	0	18
Spring 2018	WMD Terrorism	SEST68901	3	Van de Velde, James	50%		0	12	0	12
Spring 2018	Jihadi-Salafi Violent Extremism	SEST70201	3	Habeck, Mary	75%		0	17	0	17
Spring 2018	Militant Shia Pol Post Arab Sp	SEST72401	3	Ghaddar, Hanin	100%		0	15	0	15
Spring 2018	Exploring the Qur'an	THEO04201	3	Madigan, Daniel	75%		11	0	0	11
Spring 2018	Intro to Islam	THEO05001	3	Taylor, Matthew D.	75%		32	0	0	32
Spring 2018	Great Books of Islam	THEO06801	3	Heck, Paul	75%		5	0	0	5
Spring 2018	Jews/Judaism in World of Islam	THEO13401	3	Ray, Jonathan	75%		31	0	0	31
Spring 2018	Judaism and Modernity	THEO15001	3	Ray, Jonathan	75%		29	0	0	29
Spring 2018	Political Theol: Case of Islam	THEO35501	3	Heck, Paul	75%		3	2	0	5
Spring 2018	Intensive Beginning Turkish II	TURK01201	6	Onder, Sylvia W.	100%		5	2	0	7
Spring 2018	Intermediate Turkish II	TURK02201	3	Gur, Zeynep F.	100%		7	3	0	10
Spring 2018	Advanced Turkish II	TURK20201	3	Gur, Zeynep F.	100%		4	3	0	7
Spring 2018	Sexual Politics in Arab World	WGST23101	3	Hosseini, Fatemeh	100%		21	0	0	21

Summer 2018	Anthropology of Human Rights	ANTH28210	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA				
Summer 2018	Intens 1st Lev Mod Stand Arb I	ARAB01110	6	Habib, Muhammad	100%					
Summer 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01220	6	Habib, Muhammad	100%					
Summer 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11110	6	Kilany, Hanaa	100%					
Summer 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11162	6	Al Ali, Ghayda	100%					
Summer 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11220	6	Kilany, Hanaa	100%					
Summer 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11262	6	Al Ali, Ghayda	100%					
Summer 2018	Intens 3rd Lvl Md Stnd Arab I	ARAB21562	6	Al Ali, Ghayda	100%					
Summer 2018	Intens 3rd Lvl Md Stnd Arab II	ARAB21662	6	Al Ali, Ghayda	100%					
Summer 2018	GBE: Tel Aviv	BADM65053	4.5	Ernst, Ricardo	100%					
Summer 2018	Politics of Terrorism	BLHV274140	3	Buckley, William J.	25%	MENA case studies used				
Summer 2018	Politics of Terrorism	BLHV274140	3	Lewis, Paul						
Summer 2018	Comparative Political Systems	GOVT04010	3	Langenbacher, Eric A.	25%	Middle East used as case study in CPS survey course				
Summer 2018	Comparative Political Systems	GOVT04020	3	Brumberg, Daniel M.						
Summer 2018	International Relations	GOVT06010	3	Tookhy, Ahmad Farid	25%	Middle East used as case study in IR theory				
Summer 2018	International Relations	GOVT06020	3	Kacowicz, Arie						
Summer 2018	International Relations	GOVT06021	3	Tookhy, Ahmad Farid						
Summer 2018	Negotiating Middle East Peace	GOVT47220	3	Kacowicz, Arie	100%					
Summer 2018	Negotiating Middle East Peace	GOVT47225	3	Kacowicz, Arie						
Summer 2018	The Islamic World	HIST10910	3	Ali, Ibrahim	75%					
Summer 2018	Middle East I	HIST16001	3	Dannies, Kate	100%					
Summer 2018	Middle East II	HIST16110	3	Reger, Jeffrey D.	100%					
Summer 2018	Inst, Diplomacy & Interntnl Bus	MIBP85060	1.5	Edelstein, David M.	25%	Examples from MENA region				
Summer 2018	Intensive 1st Level Persian I	PERS01110	6	Sadigh-Mostowfi, Farima	100%					
Summer 2018	Intensive 1st Level Persian II	PERS01220	6	Sadigh-Mostowfi, Farima	100%					
Summer 2018	Intensive 2nd Level Pers I	PERS02110	6	Valamotamed, Maziar	100%					
Summer 2018	Intensive 2nd Level Pers II	PERS02220	6	Valamotamed, Maziar	100%					
Summer 2018	Intens Advanced Persian	PERS20310	6	Behzadi, Azin	100%					
Summer 2018	Counterinsurgency	SEST52040	3	Connable, Alfred B.	50%	Examines insurgencies in MENA region				
Summer 2018	Terrorism:md the Mediterranean	SEST58610	3	Reinares, Fernando	100%					
Summer 2018	Terrorism:Amd the Mediterranean	SEST58611	3	Reinares, Fernando	100%					
Summer 2018	Sexual Politics in Arab World	WGST23113	3	Hosseini, Fatemeh	100%					
Fall 2018	Visual Anthro:Ways of Seeing	ANTH12001	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA				
Fall 2018	Intro: Medical Anthropology	ANTH25001	3	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA				
Fall 2018	Anthropology of Human Rights	ANTH28201	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA				
Fall 2018	War & Peace in Darfur	ANTH35001	3	Abusharaf, Rogaia	75%					
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01101	6	Kharbouch, Fatima	100%					
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01102	6	Kharbouch, Fatima						
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01103	6							
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01104	6	Kilany, Hanaa						
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01105	6							
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01106	6	Al-Mufti, Huda W.						

Fall 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11101	6	Kilany, Hanaa	100%					
Fall 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11102	6							
Fall 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11103	6	Baccouche, Belkacem						
Fall 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11104	6	Al Ali, Ghayda						
Fall 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11105	6	Al-Mufti, Huda W.						
Fall 2018	Spoken Arabic I	ARAB11301	3	Kassab, Muhammad A.	100%					
Fall 2018	Arabic Media I	ARAB21301	3	Al Ali, Ghayda	100%					
Fall 2018	Intens 3rd Lvl Md Stnd Arab I	ARAB21501	6	Baccouche, Belkacem	100%					
Fall 2018	Intens 3rd Lvl Md Stnd Arab I	ARAB21502	6	Al Ali, Ghayda						
Fall 2018	WOMEN & GENDER IN ISLAM	ARAB28901	3	Hannun, Marya	100%					
Fall 2018	Short Stories Fr the Maghreb	ARAB33401	3	Baccouche, Belkacem	100%					
Fall 2018	Arabic Drama	ARAB34001	3	Kilany, Hanaa	100%					
Fall 2018	Islam and Identity	ARAB36601	3	Gannage, Emma	100%					
Fall 2018	Intro: Arabic Sociolinguistics	ARAB39301	3	Alqassas, Ahmad	100%					
Fall 2018	Literature & Social Movements	ARAB39501	3	Colla, Elliott	100%					
Fall 2018	Poetry of al-Mutanabbi: Intro	ARAB42901	3	Stetkevych, Suzanne	100%					
Fall 2018	Arabic Political Discourse	ARAB45001	3	Alqassas, Ahmad	100%					
Fall 2018	Readings in Islamic Lgl Hist	ARAB55601	3	Brown, Jonathan A.	100%					
Fall 2018	Editing Arabic Manuscripts	ARAB71101	3	Gannage, Emma	100%					
Fall 2018	Academic Topics in Arabic	ARST34001	3	Alahmad, Mohammad	100%					
Fall 2018	Understanding the Arab World	ARST40101	3	Adely, Fida	100%					
Fall 2018	20th c History of Middle East	ARST50001	3	Martin, Kevin	100%					
Fall 2018	Culture & Society: Arab World	ARST51801	3	Adely, Fida	100%					
Fall 2018	Culture & Society: Arab World	ARST51801	3	Davis, Rochelle	100%					
Fall 2018	Displacement in the Arab World	ARST52301	3	Davis, Rochelle	100%					
Fall 2018	Media & the Arab World	ARST52901	3	Ghannam, Jeffrey T.	100%					
Fall 2018	Comp Arab Civil-Military Relations	ARST57901	3	Jebnoun, Nouredine	100%	Title VI funded				
Fall 2018	Arab Politics thrgh Literature	ARST58101	3	Alahmad, Mohammad	100%					
Fall 2018	International Relations: ME	ARST61901	3	Daoudy, Marwa	100%					
Fall 2018	Environmental Security/Conflct	ARST62901	3	Daoudy, Marwa	100%					
Fall 2018	Development in Arab World	ARST64001	3	Adely, Fida	100%					
Fall 2018	Med,Arts,&Culp in War & Peace	CULP22201	3	Al Sayed, Honey	75%					
Fall 2018	Comparative Political Systems	GOVT04001	3	Langenbacher, Eric A.	25%	Middle East used as case study in CPS survey course				
Fall 2018	Comparative Political Systems	GOVT04002	3	Langenbacher, Eric A.						
Fall 2018	Comparative Political Systems	GOVT04003	3	Langenbacher, Eric A.						
Fall 2018	Comparative Political Systems	GOVT04004	3	Langenbacher, Eric A.						
Fall 2018	Comparative Political Systems	GOVT04005	3	Langenbacher, Eric A.						
Fall 2018	Comparative Political Systems	GOVT04006	3	Langenbacher, Eric A.						
Fall 2018	Comparative Political Systems	GOVT04007	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04008	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04009	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04010	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04011	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04012	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04013	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04014	3	Carnes, Matthew						
Fall 2018	Comparative Political Systems	GOVT04015	3	Carnes, Matthew						

Fall 2018	Comparative Political Systems	GOVT04016	3	Carnes, Matthew						
Fall 2018	International Relations	GOVT06001	3	Bennett, Andrew O.	25%	Middle East used as case study in IR theory				
Fall 2018	International Relations	GOVT06002	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06003	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06004	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06005	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06006	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06007	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06008	3	Bennett, Andrew O.						
Fall 2018	International Relations	GOVT06009	3	Howard, Lise						
Fall 2018	International Relations	GOVT06010	3	Howard, Lise						
Fall 2018	International Relations	GOVT06011	3	Howard, Lise						
Fall 2018	International Relations	GOVT06012	3	Howard, Lise						
Fall 2018	International Relations	GOVT06013	3	Howard, Lise						
Fall 2018	International Relations	GOVT06014	3	Howard, Lise						
Fall 2018	International Relations	GOVT06015	3	Howard, Lise						
Fall 2018	International Relations	GOVT06016	3	Howard, Lise						
Fall 2018	Reli, Ethic, World Aff	GOVT31301	3	Marshall, Katherine	25%	Covers role of Islam in politics				
Fall 2018	DepSem:Islam and Democracy	GOVT43401	3	King, Stephen J.	75%					
Fall 2018	DepSem: Globalization&Autoc	GOVT44401	3	Brumberg, Daniel M.	50%					
Fall 2018	Arab Politics in Transition	GOVT45801	3	King, Stephen J.	100%					
Fall 2018	Growth & Extremism in Africa	GOVT59401	3	Villa-Vicencio, Charles	25%	Extremism in Muslim countries				
Fall 2018	Routes to Resolve M.E. Conflct	GOVX51401	1	Rudman, Mara	100%					
Fall 2018	Intensive Beginning Hebrew	HEBR01101	6	Grayson, Sara	100%					
Fall 2018	Interm Modern Hebrew I	HEBR02101	3	Orr, Meital	100%					
Fall 2018	Advanced Modern Hebrew I	HEBR10101	3	Grayson, Sara	100%					
Fall 2018	The Islamic World	HIST10901	3	Sonn, Tamara	75%					
Fall 2018	Middle East I	HIST16001	3	Abi-Mershed, Osama W.	100%					
Fall 2018	Middle East I	HIST16002	3	Abi-Mershed, Osama W.						
Fall 2018	Middle East I	HIST16003	3	Abi-Mershed, Osama W.						
Fall 2018	Middle East I	HIST16004	3	Abi-Mershed, Osama W.						
Fall 2018	Middle East I	HIST16005	3	Abi-Mershed, Osama W.						
Fall 2018	Middle East I	HIST16006	3	Abi-Mershed, Osama W.						
Fall 2018	Topic:MEast through lit & film	HIST36201	3	TBD	100%					
Fall 2018	Topic:Medicine/power in M East	HIST36202	3	Goffman, Laura F.	100%					
Fall 2018	Muslims in the West	HIST36301	3	Haddad, Yvonne Y.	75%					
Fall 2018	Vanishing Christians of Mod ME	HIST46301	3	Haddad, Yvonne Y.	100%					
Fall 2018	Islamic Modernism	HIST46801	3	Sonn, Tamara	75%					
Fall 2018	The Mediterranean in history	HIST56501	3	Abi-Mershed, Osama W.	100%					
					25%	Discusses major historical events in the ME relating to oil and the intl. system				
Fall 2018	Oil & World Power	HIST68101	3	Painter, David S.						
Fall 2018	Beginners Swahili I	INAF10401	3	Ngundi, James	25%					
Fall 2018	Theo Aspects of ME Morass	INAF10901	3	Soltes, Ori Z.	100%					
Fall 2018	Combat Global Anti-Semitism	INAF18801	3	Forman, Ira	25%					
Fall 2018	Intermediate Swahili	INAF20301	3	Ngundi, James	25%					
Fall 2018	US, Alliances & Politics of ME	INAF21301	3	Wittes, Tamara C.	100%					

Fall 2018	Congress&Making ME Foreign Pol	INAF23501	3		100%				
Fall 2018	Kabbalah in Its Contexts	INAF24301	3		25%				
Fall 2018	The Arab Spring and Israel	INAF24501	3	Stern, Moran M.	100%				
Fall 2018	Terrorism and Counterterrorism	INAF25301	3	Byman, Daniel	75%				
Fall 2018	Advanced Swahili I	INAF31001	3	Muaka, Leonard	25%				
Fall 2018	Immigrants, Refugees & State	INAF35501	3	Donato, Katharine M.	25%	Examples of MENA refugees			
Fall 2018	Islam-Democracy-Globl Terrorism	INAF40701	3	Esposito, John L.	75%				
Fall 2018	Religion, Ethics,& Wrld Affairs	INAF43801	3	Marshall, Katherine	25%	Covers role of Islam in politics			
Fall 2018	US Apprch to ME&Arab-Isr Peace	INAF44001	3	Ross, Dennis B.	100%				
Fall 2018	Govt/Politics of Turkey	INAF46501	3	Ciddi, Sinan	100%				
Fall 2018	Intl Migration & Development	INAF64801	3	Donato, Katharine M.	25%	Includes MENA refugees/migration			
Fall 2018	Refugee/Humanitarian Emergnc	INAF69401	3	Ferris, Elizabeth	25%	Includes Syria			
Fall 2018	Intro to Humanitarian Crises	INAF69801	3	Richard, Anne C.	25%	Includes MENA case studies			
Fall 2018	The Iran Nuclear Deal	IPOL31001	1		100%				
Fall 2018	Theo Aspects of ME Morass	JCIV10901	3	Soltes, Ori Z.	100%				
Fall 2018	Sex/War/Tattoo:Jwsh Lw Cnt Prb	JCIV18701	3	Gartner, Rachel F.	25%	Contemporary issues related to			
Fall 2018	Sex/War/Tattoo:Jwsh Lw Cnt Prb	JCIV18701	3	Saperstein, David	25%	Jewish law			
Fall 2018	Combat Global Anti-Semitism	JCIV18801	3	Forman, Ira	25%				
Fall 2018	Intro to Jewish Civ	JCIV19901	3	Orr, Meital	75%				
Fall 2018	Jud&Christ: Implic for Culture	JCIV22201	3		75%				
Fall 2018	Symbols of Faith	JCIV22401	3	Soltes, Ori Z.	25%	Origins of Abrahamic faiths			
Fall 2018	Jews on Trial	JCIV22501	3	Soltes, Ori Z.	25%				
Fall 2018	Kabbalah in Its Contexts	JCIV24101	3	Soltes, Ori Z.	25%				
Fall 2018	The Arab Spring and Israel	JCIV24501	3	Stern, Moran M.	100%				
Fall 2018	US, Alliances & Politics of ME	JCIV25501	3		100%				
Fall 2018	US Apprch to ME&Arab-Isr Peace	JCIV35601	3	Ross, Dennis B.	100%				
Fall 2018	Jewish Civilization Sr Collqm	JCIV44301	3	Sommer, Anna	100%				
Fall 2018	Jewish Civilization Sr Collqm	JCIV44302	3	Sommer, Anna	100%				
Fall 2018	Justice After War	JUPS34201	3	Atashi, Elham	25%	Examples from Middle East			
Fall 2018	Refugee Law and Policy	LAWG44008	2	Neal, David; Kelly, Edward	25%	Includes cases dealing with			
Fall 2018	Refugee Law and Policy	LAWJ44008	2	Neal, David; Kelly, Edward		MENA refugees			
Fall 2018	Global Security Threats	MIBP87110	2	Voeten, Erik	25%	Emphasis on ME			
Fall 2018	Global Security Threats	MIBP87110	2	Edelstein, David M.					
Fall 2018	Engaging Change: MENA	MSFS73001	3	Bergman, Michael	100%				
Fall 2018	Engaging Change: MENA	MSFS73001	3	Sadjadpour, Karim	100%				
Fall 2018	Persian for Arabic Speakers I	PERS00901	3	Sadigh-Mostowfi, Farima	100%				
Fall 2018	Intensive 1st Level Persian I	PERS01101	6	Sadigh-Mostowfi, Farima	100%				
Fall 2018	Intensive Intermediate Pers I	PERS02101	6	Valamotamed, Maziar	100%				
Fall 2018	Advanced Persian	PERS20101	3	Behzadi, Azin	100%				
Fall 2018	Iranian Cinema & Culture	PERS36401	3	Sadigh-Mostowfi, Farima	100%				
Fall 2018	Afghanistan:Pol/Geopol/Sec	REES56201	3	Kangas, Roger D.	100%				
Fall 2018	Counterinsurgency	SEST52001	3	Axe, Aron M.	50%	Examines insurgencies in MENA region			
Fall 2018	Terrorism/Counterterrorism	SEST54601	3	Van de Velde, James	50%	Terrorist organizations active in			
Fall 2018	Terrorism/Counterterrorism	SEST54602	3	Arsenault, Elizabeth G.		MENA region used			
Fall 2018	Energy and Security	SEST59401	3	Sullivan, Paul	25%	Emphasis on ME throughout			

Fall 2018	Energy and Security	SEST59402	3	Levine, Steven		course				
Fall 2018	Power Politics: Greater MidEast	SEST64501	3	Parsi, Trita	100%					
Fall 2018	US Policy in MENA Since 2003	SEST68501	3	Goldenberg, Ilan	100%					
Fall 2018	America's Wars in Iraq	SEST69701	3		100%					
Fall 2018	Turkey and the Levant	SEST71501	3	Doyle, Paula A.	100%					
Fall 2018	Russian Strategy in the MidEas	SEST72801	3	Mansourov, Alexandre	100%					
Fall 2018	Intro to Islam	THEO05001	3	Madigan, Daniel	75%					
Fall 2018	State & Veil: Turkey & France	THEO07101	3	Steenhuisen, Lauve H.	50%					
Fall 2018	Hebrew Script Sem: Writings	THEO25901	3	Linafelt, Tod A.	50%					
Fall 2018	Theo in Conversation w/ Islam	THEO37101	3	Madigan, Daniel	75%					
Fall 2018	Intensive Beginning Turkish I	TURK01101	6	Onder, Sylvia W.	100%					
Fall 2018	Intermediate Turkish I	TURK02101	3	Gur, Zeynep F.	100%					
Fall 2018	Advanced Turkish I	TURK20101	3	Gur, Zeynep F.	100%					
Fall 2018	Advanced Turkish I	TURK40101	3	Gur, Zeynep F.	100%					
Spring 2019	Anthropology & the Body	ANTH25101	3	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA				
Spring 2019	Disability & Culture	ANTH25601	4	Onder, Sylvia W.	25%	Instructor is MENA expert; case studies on MENA				
Spring 2019	Urban Anthropology	ANTH28001	3	King-Irani, Laurie	25%	Instructor is MENA expert; case studies on MENA				
Spring 2019	War & Peace in Darfur	ANTH35001	3	Abusharaf, Rogaia	75%					
Spring 2019	CBL:Refu/Asylees/Migrants/Traf	ANTH35101	4	Brennan, Denise E.	25%	MENA case studies used				
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01201	6	Habib, Muhammad	100%					
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01202	6	Habib, Muhammad						
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01203	6	Assi, Seraje M.						
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01204	6	Al Ali, Ghayda						
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01205	6	Klasova, Pamela M.						
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01206	6	Al-Mufti, Huda W.						
Spring 2019	Intens 2nd Lv Mod Stnd Arab II	ARAB11201	6	Kilany, Hanaa	100%					
Spring 2019	Intens 2nd Lv Mod Stnd Arab II	ARAB11202	6	Soufan, Abdallah						
Spring 2019	Intens 2nd Lv Mod Stnd Arab II	ARAB11203	6	Baccouche, Belkacem						
Spring 2019	Intens 2nd Lv Mod Stnd Arab II	ARAB11204	6	Al Ali, Ghayda						
Spring 2019	Intens 2nd Lv Mod Stnd Arab II	ARAB11205	6	Al-Mufti, Huda W.						
Spring 2019	Formal Spoken Arabic II	ARAB11401	3	Kassab, Muhammad A.	100%					
Spring 2019	Arabic Media II	ARAB21401	3	Kilany, Hanaa	100%					
Spring 2019	Intens 3rd Lvl Md Stnd Arab II	ARAB21601	6	Baccouche, Belkacem	100%					
Spring 2019	NonInten Adv Mod Stand Arabic2	ARAB21702	3	Kilany, Hanaa	100%					
Spring 2019	Business Arabic	ARAB32801	3	Al Ali, Ghayda	100%					
Spring 2019	Arabic Capstone Seminar	ARAB35001	3	Colla, Elliott	100%					
Spring 2019	Grammar through Poetry & Song	ARAB38601	3	Baccouche, Belkacem	100%					
Spring 2019	Slavery & Islam	ARAB40601	3	Brown, Jonathan A.	100%					
Spring 2019	Shariah Law	ARAB41701	3	Brown, Jonathan A.	100%					
Spring 2019	Modern Arabic Poetry	ARAB42301	3	Alzahrani, Hatem A.	100%					
Spring 2019	Arabic Dialectology	ARAB43201	3	Alqassas, Ahmad	100%					
Spring 2019	Polit Phil in Classical Islam	ARAB52601	3	Gannage, Emma	100%					
Spring 2019	IntroArb/Isml Stud: Sources/Met	ARAB55501	3	Opwis, Felicitas	100%					
Spring 2019	Adv Arabic Writing/Composition	ARST22001	3	Alahmad, Mohammad	100%					

Spring 2019	US Foreign Policy & The Gulf	ARST31801	1.5	Ziadeh, Susan	100%					
Spring 2019	Prison Literature	ARST32101	3	Alahmad, Mohammad	100%					
Spring 2019	CLab:Devt/Displacement:Arab Wrl	ARST36701	3	Adely, Fida	100%					
Spring 2019	CLab:Devt/Displacement:Arab Wrl	ARST36701	3	Davis, Rochelle						
Spring 2019	CLab: Devt & Displacement IFW	ARST36801	1	Adely, Fida	100%					
Spring 2019	CLab: Devt & Displacement IFW	ARST36801	1	Davis, Rochelle						
Spring 2019	Arab Studies Cert Capstone	ARST40201	1	Adely, Fida	100%					
Spring 2019	Ethnic/Rel Minorities: MidEast	ARST46401	3	Khnifess, Amir	100%					
Spring 2019	Water in MENA:Local Pract/Pol	ARST48801	3	Benessaiah, Nejm	100%					
Spring 2019	The Arabian Peninsula	ARST49201	3	Al-Saif, Bader M.	100%					
Spring 2019	Intro to Study of Arab World	ARST50101	3	Neep, Daniel	100%					
Spring 2019	Palestine and the Global South	ARST50920	1.5	Calis, Irene	100%					
Spring 2019	Prison Literature	ARST52101	3	Alahmad, Mohammad	100%					
Spring 2019	Women&Gender in Arab World	ARST53201	3	Adely, Fida	100%					
Spring 2019	Refugees: Mideast & N. Africa	ARST53301	3	Sassoon, Joseph	100%					
Spring 2019	Issues in Educatn/Devt:MENA	ARST61210	1.5	Adely, Fida	100%					
Spring 2019	International Relations: ME	ARST61901	3	Daoudy, Marwa	100%					
Spring 2019	Politics of Syria	ARST64701	3	Neep, Daniel	100%					
Spring 2019	Global Bus Exp:Abu Dhabi/Dubai	BADM65003	4.5	Gill, Brian	100%					
Spring 2019	Politics of Terrorism	BLHV27410	3	Buckley, William J.	25%	MENA case studies used				
Spring 2019	Med,Arts,&Culp in War & Peace	CULP22201	3	Al Sayed, Honey	75%					
Spring 2019	Comparative Political Systems	GOVT04001	3	Gustafson, Thane E.	25%	Middle East used as case study in CPS survey course				
Spring 2019	Comparative Political Systems	GOVT04002	3	Gustafson, Thane E.						
Spring 2019	Comparative Political Systems	GOVT04003	3	Gustafson, Thane E.						
Spring 2019	Comparative Political Systems	GOVT04004	3	Gustafson, Thane E.						
Spring 2019	Comparative Political Systems	GOVT04005	3	Gustafson, Thane E.						
Spring 2019	Comparative Political Systems	GOVT04006	3	Gustafson, Thane E.						
Spring 2019	Comparative Political Systems	GOVT04007	3	Simmons, Joel						
Spring 2019	Comparative Political Systems	GOVT04008	3	Simmons, Joel						
Spring 2019	Comparative Political Systems	GOVT04009	3	Simmons, Joel						
Spring 2019	Comparative Political Systems	GOVT04010	3	Simmons, Joel						
Spring 2019	Comparative Political Systems	GOVT04011	3	Simmons, Joel						
Spring 2019	Comparative Political Systems	GOVT04012	3	Simmons, Joel						
Spring 2019	International Relations	GOVT06001	3	Howard, Lise	25%	Middle East used as case study in IR theory				
Spring 2019	International Relations	GOVT06002	3	Howard, Lise						
Spring 2019	International Relations	GOVT06003	3	Howard, Lise						
Spring 2019	International Relations	GOVT06004	3	Howard, Lise						
Spring 2019	International Relations	GOVT06005	3	Howard, Lise						
Spring 2019	International Relations	GOVT06006	3	Howard, Lise						
Spring 2019	International Relations	GOVT06007	3	Howard, Lise						
Spring 2019	International Relations	GOVT06008	3	Howard, Lise						
Spring 2019	International Relations	GOVT06009	3	Bennett, Andrew O.						
Spring 2019	International Relations	GOVT06010	3	Bennett, Andrew O.						
Spring 2019	International Relations	GOVT06011	3	Bennett, Andrew O.						
Spring 2019	International Relations	GOVT06012	3	Bennett, Andrew O.						
Spring 2019	International Relations	GOVT06013	3	Bennett, Andrew O.						
Spring 2019	International Relations	GOVT06014	3	Bennett, Andrew O.						

Spring 2019	International Relations	GOVT06015	3	Bennett, Andrew O.						
Spring 2019	International Relations	GOVT06016	3	Bennett, Andrew O.						
Spring 2019	DepSem: Reli, Ethic, World Aff	GOVT31301	3	Christiansen, Drew	25%	Covers role of Islam in politics				
Spring 2019	DepSem: Reli, Ethic, World Aff	GOVT31302	3	Hollenbach, David						
Spring 2019	Pol Violence in Name of God	GOVT40601	3	Cesari, Jocelyne	50%					
Spring 2019	DeptSem: Globalization&Autoc	GOVT44401	3	Brumberg, Daniel M.	75%					
Spring 2019	Dept Sem:Terror & Reprisal M.E	GOVT46601	3	Morris, Benjamin	100%					
Spring 2019	Terrorism	GOVT54701	3	Balcells, Laia	50%					
Spring 2019	Intensive Beginning Hebrew II	HEBR01201	6	Grayson, Sara	100%					
Spring 2019	Interm Mod Hebrew II	HEBR02201	3	Orr, Meital	100%					
Spring 2019	Advanced Modern Hebrew II	HEBR10201	3	Grayson, Sara	100%					
Spring 2019	Hist Focus: Oil & World Power	HIST09901	3	Painter, David S.	25%	Discusses major historical events in the ME relating to oil and the intl. system				
Spring 2019	Hist Focus: Oil & World Power	HIST09902	3	Painter, David S.						
Spring 2019	Hist Focus: Oil & World Power	HIST09903	3	Painter, David S.						
Spring 2019	Hist Focus: Oil & World Power	HIST09904	3	Painter, David S.						
Spring 2019	Hist Focus: Women/Gender in ME	HIST09913	3	Tucker, Judith E.	100%					
Spring 2019	Hist Focus: Women/Gender in ME	HIST09914	3	Tucker, Judith E.	100%					
Spring 2019	Hist Focus: Women/Gender in ME	HIST09915	3	Tucker, Judith E.	100%					
Spring 2019	Hist Focus: Women/Gender in ME	HIST09916	3	Tucker, Judith E.	100%					
Spring 2019	Middle East II	HIST16101	3	Aksakal, Mustafa	100%					
Spring 2019	Middle East II	HIST16102	3	Aksakal, Mustafa						
Spring 2019	Middle East II	HIST16103	3	Aksakal, Mustafa						
Spring 2019	Middle East II	HIST16104	3	Aksakal, Mustafa						
Spring 2019	Middle East II	HIST16105	3	Aksakal, Mustafa						
Spring 2019	Middle East II	HIST16106	3	Aksakal, Mustafa						
Spring 2019	Society/Politics Modern Turkey	HIST36501	3	Aksakal, Mustafa	100%					
Spring 2019	Muslim Women & the West	HIST36701	3	Haddad, Yvonne Y.	75%					
Spring 2019	Middle East after WWI	HIST46201	3	Morris, Benjamin	100%					
Spring 2019	Sayyid Qutb & Islamic Extremism	HIST56901	3	Haddad, Yvonne Y.	75%					
Spring 2019	Res Sem: Middle East History	HIST86701	3	Tucker, Judith E.	100%					
Spring 2019	Beginners Swahili II	INAF10501	3	Ngundi, James	25%					
Spring 2019	Sex/War/Tattoo:Jwsh Lw Cnt Prb	INAF18701	3	Gartner, Rachel F.	25%	Contemporary issues related to Jewish law				
Spring 2019	Sex/War/Tattoo:Jwsh Lw Cnt Prb	INAF18701	3	Saperstein, David						
Spring 2019	Combat Global Anti-Semitism	INAF18801	3	Forman, Ira	25%					
Spring 2019	Re-Examining ME Crisis: Lit/Film	INAF19601	3	Orr, Meital	100%					
Spring 2019	Intro to Jewish Civ	INAF19902	3	Rosenblatt, Eli	75%					
Spring 2019	RsrchngGeopolitics:Oil	INAF20004	3	Painter, David S.	25%					
Spring 2019	Intermediate Swahili II	INAF20401	3	Ngundi, James	25%					
Spring 2019	Jewish Thinkers Post-Medieval	INAF22701	3	Soltes, Ori Z.	50%					
Spring 2019	Islam and Terrorism	INAF22801	3	Sonn, Tamara	75%					
Spring 2019	Congress&Making ME Foreign Pol	INAF23501	3	Pletka, Danielle	100%					
Spring 2019	The Arab Spring and Israel	INAF24501	3	Stern, Moran M.	100%					
Spring 2019	Authoritarianism	INAF27501	3	Sassoon, Joseph	50%	Professor is MENA specialist; cases from MENA				
Spring 2019	Advanced Swahili II	INAF28601	3	Muaka, Leonard	25%					
Spring 2019	Post 1979 Pakstn,Afghan,Iran	INAF35101	3	Hussain, Touqir	100%					
Spring 2019	Immigrants, Refugees & State	INAF35501	3	Ferris, Elizabeth	25%	Examples of MENA refugees				

Spring 2019	US Pol/Isr-Pal Confl:2000-Tday	INAF39101	3	Abrams, Elliott	100%				
Spring 2019	Muslim Women & the West	INAF39701	3	Haddad, Yvonne Y.	75%				
Spring 2019	Slavery & Islam	INAF40601	3	Brown, Jonathan A.	75%				
Spring 2019	The Quran & its Interpreters	INAF41101	3	Mirza, Younus Y.	100%				
Spring 2019	Sharia Law & its Discontents	INAF41701	3	Brown, Jonathan A.	100%				
Spring 2019	Religion, Ethics,& Wrld Affairs	INAF43801	3	Christiansen, Drew	25%	Covers role of Islam in politics			
Spring 2019	Religion, Ethics,& Wrld Affairs	INAF43802	3	Hollenbach, David					
Spring 2019	Statecraft and Negotiation	INAF44401	3	Ross, Dennis B.	25%	Includes Middle East examples			
Spring 2019	Statecraft and Negotiation	INAF44402	3	Ross, Dennis B.					
Spring 2019	Turkish Foreign Policy	INAF45201	3	Ciddi, Sinan	100%				
Spring 2019	ISD Capstone: The US and Iran	INAF63201	3	Mull, Stephen D.	100%				
Spring 2019	ISD Capstone Rebuilding Yemen	INAF63501	3	Bodine, Barbara	100%				
Spring 2019	ISD Capstone: S. Sudan Cnflct	INAF63801	3	Thomas-Greenfield, Linda	100%				
Spring 2019	Intl Migration & Development	INAF64801	3	Wistrand, Jennifer	25%	Includes MENA refugees/migration			
Spring 2019	Refugee/Humanitarian Emergnc	INAF69401	3	Ferris, Elizabeth	25%	Includes Syria			
Spring 2019	Intro to Humanitarian Crises	INAF69801	3	Richard, Anne C.	25%	Includes MENA case studies			
Spring 2019	Sex/War/Tattoo:Jwsh Lw Cnt Prb	JCIV18701	3	Gartner, Rachel F.	25%	Contemporary issues related to Jewish law			
Spring 2019	Sex/War/Tattoo:Jwsh Lw Cnt Prb	JCIV18701	3	Saperstein, David					
Spring 2019	Combat Global Anti-Semitism	JCIV18801	3	Forman, Ira	25%				
Spring 2019	Re-Examining ME Crisis: Lit/Film	JCIV19601	3	Orr, Meital	100%				
Spring 2019	Intro to Jewish Civ	JCIV19902	3	Rosenblatt, Eli	75%				
Spring 2019	Jewish Thinkers Post-Medieval	JCIV22701	3	Soltes, Ori Z.	50%				
Spring 2019	Congress&Making ME Foreign Pol	JCIV23501	3	Pletka, Danielle	100%				
Spring 2019	The Arab Spring and Israel	JCIV24501	3	Stern, Moran M.	100%				
Spring 2019	Jewish American Literature	JCIV29001	3	Berlinerblau, Jacques	25%				
Spring 2019	US Pol/Isr-Pal Confl:2000-Tday	JCIV39101	3	Abrams, Elliott	100%				
Spring 2019	Jewish Civilization Sr Collqm	JCIV44303	3	Hammerschlag, Keren	100%				
Spring 2019	Jewish Civilization Sr Collqm	JCIV44304	3	Hammerschlag, Keren	100%				
Spring 2019	Statecraft and Negotiation	JCIV44401	3	Ross, Dennis B.	25%	MENA examples used			
Spring 2019	Global Mobility	MIBP82240	1	Donato, Katharine M.	25%	Examples of MENA and migration			
Spring 2019	Comp Politics, Dev Economics	MIBP83040	1.5	Desai, Raj M.	25%	Examples from MENA region			
Spring 2019	Iraq/Syria: Age of Revolution	MSFS57603	3	Alzayat, Wael N.	100%				
Spring 2019	Intensive 1st Level Persian II	PERS01201	6	Sadigh-Mostowfi, Farima	100%				
Spring 2019	Interm Persian II	PERS02201	6	Sadigh-Mostowfi, Farima	100%				
Spring 2019	Advanced Persian II	PERS20201	3	Valamotamed, Maziar	100%				
Spring 2019	Tutorial: Persian	PERS30101	1	Sadigh-Mostowfi, Farima	100%				
Spring 2019	Persian Media:Trans &Interpret	PERS34501	3	Valamotamed, Maziar	100%				
Spring 2019	Counterinsurgency	SEST52001	3	Smitson, Scott	50%	Examines insurgencies in MENA region			
Spring 2019	Terrorism/Counterterrorism	SEST54601	3	Arsenault, Elizabeth G.	50%	Terrorist organizations active in MENA region used			
Spring 2019	Terrorism/Counterterrorism	SEST54602	3	Yayla, Ahmet					
Spring 2019	Sec. Issues in the Mid. East	SEST57801	3	Natali, Denise	100%				
Spring 2019	Warfare in the Middle East	SEST57901	3	Pollack, Kenneth	100%				
Spring 2019	Energy & Security	SEST59402	3	Levine, Steven	25%	Emphasis on ME throughout course			

Spring 2019	WMD Terrorism	SEST68901	3	Van de Velde, James	50%				
Spring 2019	Jihadi-Salafi Violent Extremism	SEST70201	3	Habeck, Mary	75%				
Spring 2019	Militant Shia Pol Post Arab Sp	SEST72401	3	Ghaddar, Hanin	100%				
Spring 2019	Exploring the Qur'an	THEO04201	3	Madigan, Daniel	75%				
Spring 2019	Intro to Islam	THEO05001	3	Taylor, Matthew D.	75%				
Spring 2019	Great Books of Islam	THEO06801	3	Heck, Paul	75%				
Spring 2019	Jews/Judaism in World of Islam	THEO13401	3	Ray, Jonathan	75%				
Spring 2019	Judaism and Modernity	THEO15001	3	Ray, Jonathan	75%				
Spring 2019	Political Theol: Case of Islam	THEO35501	3	Heck, Paul	75%				
Spring 2019	Intensive Beginning Turkish II	TURK01201	6	Onder, Sylvia W.	100%				
Spring 2019	Intermediate Turkish II	TURK02201	3	Gur, Zeynep F.	100%				
Spring 2019	Advanced Turkish II	TURK20201	3	Gur, Zeynep F.	100%				
Spring 2019	4th Year Turkish	TURK40101	3	TBD	100%	Title VI funded			
Spring 2019	Sexual Politics in Arab World	WGST23101	3	Hosseini, Fatemeh	100%				

Semester	Title	CourseID	Credits	Faculty	NA content	Notes	Undergrad	Grad	Other	Total
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01170	6	Chamseddine, Abdul Rahman M	100%		10	0	0	10
Fall 2016	Intens 1st Lev Mod Stand Arb I	ARAB01171	6	Fazza, Hany			8	0	0	8
Fall 2016	Intr Mod Stnd Arab: Heritge Sp	ARAB02070	6	Al-Ashiri, Mahmoud	100%		8	0	0	8
Fall 2016	Intens 2nd Lvl Md Stnd Arab I	ARAB11170	6	Al-Tonsi, Abbas	100%		8	0	0	8
Fall 2016	Interm Mod Stand Arab:Heritge	ARAB12070	3	Mohamed, Yehia	100%		11	0	0	11
Fall 2016	Intens 3rd Lvl Md Stnd Arab I	ARAB21570	6	Mohamed, Yehia	100%		6	0	0	6
Fall 2016	Adv Mod Std Arabic Heritage Sp	ARAB22070	3	Al-Ashiri, Mahmoud	100%		11	0	0	11
Fall 2016	Adv Mod Std Arabic Heritage Sp	ARAB22071	3	Fazza, Hany			9	0	0	9
Fall 2016	Topics in the Arab World II	ARAB30870	3	Chamseddine, Abdul Rahman M	100%		13	0	0	13
Fall 2016	Arabic Formal Writing	ARAB32970	3	Al-Tonsi, Abbas	100%		11	0	0	11
Fall 2016	Intro Arabic Short Story	ARAB33570	3	Khalifah, Omar	100%		12	0	0	12
Fall 2016	Modern Arabic Poetry	ARAB34170	3	El-Zein, Amira	100%		11	0	0	11
Fall 2016	Migration & Exile Mod Arab Lit	ARAB39870	3	Khalifah, Omar	100%		12	0	0	12
Fall 2016	Islam & Arab Cult in Golden Age	ARAB40370	3	Zabarah, Hana	100%		9	0	0	9
Fall 2016	Inside Arabic: Comp. Approach	CULP26170	3	Zabarah, Hana	100%		11	0	0	11
Fall 2016	Arabian Nights in Western Lit	CULP33170	3	El-Zein, Amira	100%		14	0	0	14
Fall 2016	Comparative Political Systems	GOVT04070	3	Alonso Saenz de Oger, Sonia	25%	Middle East used as case study i	19	0	0	19
Fall 2016	Comparative Political Systems	GOVT04071	3	Lieven, Peter P.			20	0	0	20
Fall 2016	International Relations	GOVT06070	3	Garrett, Amanda L.	25%	Middle East used as case study i	20	0	0	20
Fall 2016	International Relations	GOVT06071	3	Miller, Rory D.			20	0	0	20
Fall 2016	Dep Sem:Terrorism & Insurgency	GOVT31570	3	Baskan, Birol	75%		3	0	0	3
Fall 2016	The Islamic World	HIST10970	3	Sonbol, Amira E.	75%		20	0	0	20
Fall 2016	Middle East I	HIST16070	3	Al-Arian, Abdullah A.	100%		18	0	0	18
Fall 2016	US and the Middle East	HIST46670	3	Al-Arian, Abdullah A.	100%		4	0	0	4
Fall 2016	Eur & Isr-Pal Cnflct Since1967	IPOL35570	3	Miller, Rory D.	100%		15	0	0	15
Fall 2016	Fatwa in Theory & Practice	THEO02070	3	Shabana, Ayman	50%		15	0	0	15
Spring 2017	Women's Rights & Human Rights	ANTH34170	3	Abusharaf, Rogaia	25%	MENA case studies used	16	0	0	16
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01270	6	Chamseddine, Abdul Rahman M	100%		12	0	0	12
Spring 2017	Intens 1st Lv Mod Stnd Arab II	ARAB01271	6	Fazza, Hany			1	0	0	1
Spring 2017	Intro MSA Heritage II	ARAB02170	6	Al-Ashiri, Mahmoud	100%		7	0	0	7
Spring 2017	Intens 2nd Lv Mod Stnd Arab II	ARAB11270	6	Al-Tonsi, Abbas	100%		7	0	0	7
Spring 2017	Spoken Arabic I	ARAB11370	3	Chamseddine, Abdul Rahman M	100%		12	0	0	12
Spring 2017	Intermediate MSA Heritage II	ARAB12170	3	Mohamed, Yehia	100%		12	0	0	12
Spring 2017	Intens 3rd Lvl Md Stnd Arab II	ARAB21670	6	Mohamed, Yehia	100%		1	0	0	1
Spring 2017	Third Level MSA Heritage II	ARAB22170	3	Al-Ashiri, Mahmoud	100%		13	0	0	13
Spring 2017	Third Level MSA Heritage II	ARAB22171	3	Fazza, Hany			9	0	0	9
Spring 2017	Arab Society	ARAB31270	3	Al-Tonsi, Abbas	100%		13	0	0	13
Spring 2017	Arab Women's Autobiography	ARAB35670	3	Khalifah, Omar	100%		16	0	0	16
Spring 2017	Id & Globltn: Contmp Arab Wr	ARAB35970	3	El-Zein, Amira	100%		14	0	0	14
Spring 2017	Arabic Sociolinguistics	ARAB39370	3	Alqassas, Ahmad	100%		3	0	0	3
Spring 2017	Freedom in Modern Arabic Lit	ARAB39470	3	Khalifah, Omar	100%		6	0	0	6
Spring 2017	Language Policy & Dev:Arab Wrld	ARAB43170	3	Alqassas, Ahmad	100%		6	0	0	6
Spring 2017	Gender, Politics and Society	CULP23470	3	Kamra, Lipika	25%	Examples from MENA region	18	0	0	18
Spring 2017	Theorizing Gender Violence	CULP35770	3	Sonbol, Amira E.	100%		12	0	0	12
Spring 2017	Theorizing Gender Violence	CULP35770	3	Abusharaf, Rogaia	100%		12	0	0	12

Spring 2017	Social Issues in Gulf Arab Lit	CULP36270	3	El-Zein, Amira	100%		17	0	0	17
Spring 2017	Cinema in Arabian Peninsula	CULP36370	3	Oruc, Firat	100%		19	0	0	19
Spring 2017	Comparative Political Systems	GOVT04070	3	Alonso Saenz de Oger, Sonia	25%	Middle East used as case study i	18	0	0	18
Spring 2017	Comparative Political Systems	GOVT04071	3	Lieven, Peter P.			16	0	0	16
Spring 2017	International Relations	GOVT06070	3	Chandra, Uday	25%	Middle East used as case study i	21	0	0	21
Spring 2017	International Relations	GOVT06071	3	Miller, Rory D.			20	0	0	20
Spring 2017	The New Arab State	GOVT36170	3	Kamrava, Mehran	100%		9	0	0	9
Spring 2017	Middle East Research Sem	HIST86370	3	Abi-Mershed, Osama W.	100%		1	0	0	1
Spring 2017	Media in the Middle East	INAF25770	3	Zayani, Mohamed	100%		16	0	0	16
Spring 2017	Media in the Middle East	INAF25771	3	Zayani, Mohamed			15	0	0	15
Spring 2017	Eur & Isr-Pal Cnflct Since1967	IPOL35570	3	Miller, Rory D.	100%		18	0	0	18
Spring 2017	Islam Mystical Trad: Sufism	THEO14470	3	Laude, Patrick D.	75%		21	0	0	21
Spring 2017	Islam, Culture and Bioethics	THEO14570	3	Shabana, Ayman	75%		20	0	0	20
Summer 2017	Map of the Arab World	ARAB34870	3	Al-Tonsi, Abbas	100%		14	0	0	
Summer 2017	Approaches Contemp TurkishCult	CULP36870	3	Almond, Adile A.	100%		7	0	0	
Summer 2017	The Islamic World	HIST10970	3	Shabana, Ayman	75%		14	0	0	
Summer 2017	Gulf Security:Contemporary Era	IPOL31570	3	Miller, Rory D.	100%		15	0	0	
Fall 2017	Anth of War & Peace in Darfur	ANTH35070	3	Abusharaf, Rogaia	75%		18	0	0	18
Fall 2017	War Ethnography	ANTH36070	3	Abusharaf, Rogaia	25%	MENA case studies used	17	0	0	17
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01170	6	Fazza, Hany	100%		9	0	0	9
Fall 2017	Intens 1st Lev Mod Stand Arb I	ARAB01171	6	Mohamed, Yehia			9	0	0	9
Fall 2017	Intr Mod Stnd Arab: Heritge Sp	ARAB02070	6	Al-Ashiri, Mahmoud	100%		6	0	0	6
Fall 2017	Intens 2nd Lvl Md Stnd Arab I	ARAB11170	6	Fazza, Hany	100%		10	0	0	10
Fall 2017	Interm Mod Stand Arab:Heritge	ARAB12070	3	Al-Ashiri, Mahmoud	100%		12	0	0	12
Fall 2017	Interm Mod Stand Arab:Heritge	ARAB12071	3	Al-Tonsi, Abbas			9	0	0	9
Fall 2017	Intens 3rd Lvl Md Stnd Arab I	ARAB21570	6	Chamseddine, Abdul Rahman M	100%		4	0	0	4
Fall 2017	Adv Mod Std Arabic Heritage Sp	ARAB22070	3	Chamseddine, Abdul Rahman M	100%		13	0	0	13
Fall 2017	Adv Mod Std Arabic Heritage Sp	ARAB22071	3	Mohamed, Yehia			15	0	0	15
Fall 2017	Religious Discourse	ARAB28170	3	Zabarah, Hana	100%		4	0	0	4
Fall 2017	Topics in the Arab World II	ARAB30870	3	Al-Tonsi, Abbas	100%		11	0	0	11
Fall 2017	Arabic Formal Writing	ARAB32970	3	Al-Tonsi, Abbas	100%		7	0	0	7
Fall 2017	Intro Arabic Short Story	ARAB33570	3	Khalifah, Omar	100%		12	0	0	12
Fall 2017	Islam & Arab Cult in Golden Age	ARAB40370	3	Zabarah, Hana	100%		4	0	0	4
Fall 2017	Heritage/modernity:Arabic Lit	ARAB45370	3	El-Zein, Amira	100%		9	0	0	9
Fall 2017	Cinema in Arab World	CULP41370	3	Khalifah, Omar	100%		6	0	0	6
Fall 2017	Islam & Gender:Travel Lits	CULP41570	3	El-Zein, Amira	100%		15	0	0	15
Fall 2017	Comparative Political Systems	GOVT04070	3	Alonso Saenz de Oger, Sonia	25%	Middle East used as case study i	19	0	0	19
Fall 2017	Comparative Political Systems	GOVT04071	3	Lieven, Peter P.			22	0	0	22
Fall 2017	International Relations	GOVT06070	3	Miller, Rory D.	25%	Middle East used as case study i	17	0	0	17
Fall 2017	International Relations	GOVT06071	3	Miller, Rory D.			16	0	0	16
Fall 2017	Comparative Politics of the ME	GOVT42070	3	Kamrava, Mehran	100%		15	0	0	15
Fall 2017	Middle East I	HIST16070	3	Al-Arian, Abdullah A.	100%		18	0	0	18
Fall 2017	Future of Islam/Politics in ME	INAF48870	3	Shahin, Emad E.	100%		15	0	0	15
Fall 2017	Politics & Foreign Pol of Iran	IPOL38170	3	Zaccara, Luciano	100%		6	0	0	6
Fall 2017	Fatwa in Theory & Practice	THEO02070	3	Shabana, Ayman	50%		20	0	0	20
Fall 2017	Islamic Law and Institutions	THEO08270	3	Siddiqui, Sohaira Z.	75%		16	0	0	16

Spring 2018	War & Peace in Darfur	ANTH35070	3	Abusharaf, Rogaia	75%		11	0	0	11
Spring 2018	Intens 1st Lv Mod Stnd Arab II	ARAB01270	6	Mohamed, Yehia	100%		14	0	0	14
Spring 2018	Intro MSA Heritage II	ARAB02170	6	Al-Ashiri, Mahmoud	100%		6	0	0	6
Spring 2018	Intens 2nd Lv Mod Stnd Arab II	ARAB11270	6	Al-Tonsi, Abbas	100%		7	0	0	7
Spring 2018	Intermediate MSA Heritage II	ARAB12170	3	Al-Ashiri, Mahmoud	100%		9	0	0	9
Spring 2018	Interm Arabic Heritage II	ARAB12171	3	Al-Tonsi, Abbas			11	0	0	11
Spring 2018	Intens 3rd Lvl Md Stnd Arab II	ARAB21670	6	Chamseddine, Abdul Rahman M	100%		4	0	0	4
Spring 2018	Formal Spoken Arabic	ARAB21970	3	Fazza, Hany	100%		15	0	0	15
Spring 2018	Third Level MSA Heritage II	ARAB22170	3	Chamseddine, Abdul Rahman M	100%		13	0	0	13
Spring 2018	Third Level MSA Heritage II	ARAB22171	3	Mohamed, Yehia			13	0	0	13
Spring 2018	Arabic Drama	ARAB34070	3	Khalifah, Omar	100%		11	0	0	11
Spring 2018	Arabic Gulf Literature	ARAB36570	3	El-Zein, Amira	100%		14	0	0	14
Spring 2018	Migration & Exile Mod Arab Lit	ARAB39870	3	Khalifah, Omar	100%		13	0	0	13
Spring 2018	Islamic Architecture	CULP24170	3	Zabarah, Hana	75%		6	0	0	6
Spring 2018	Journey of Arabic	CULP32470	3	Zabarah, Hana	100%		2	0	0	2
Spring 2018	Arabian Nights in Western Lit	CULP33170	3	El-Zein, Amira	100%		16	0	0	16
Spring 2018	Comparative Political Systems	GOVT04070	3	Alonso Saenz de Oger, Sonia	25%	Middle East used as case study i	25	0	0	25
Spring 2018	Comparative Political Systems	GOVT04071	3	Lieven, Peter P.			24	0	0	24
Spring 2018	International Relations	GOVT06070	3	Miller, Rory D.	25%	Middle East used as case study i	19	0	0	19
Spring 2018	Middle East II	HIST16170	3	Al-Arian, Abdullah A.	100%		24	0	0	24
Spring 2018	Pirates/Soldiers/Diplomats	HIST36170	3	Agoston, Gabor J.	75%		9	0	0	9
Spring 2018	Empires borderlands ME Balkans	HIST36870	3	Agoston, Gabor J.	100%		4	0	0	4
Spring 2018	Religion & Democratization	INAF35270	3	Alonso Saenz de Oger, Sonia	25%	Islam and democracy included	10	0	0	10
Spring 2018	International Relations of ME	INAF46070	3	Kamrava, Mehran	100%		11	0	0	11
Spring 2018	Gulf Security:Contemporary Era	IPOL31570	3	Miller, Rory D.	100%		17	0	0	17
Spring 2018	Islamic Movements	IPOL36870	3	Al-Arian, Abdullah A.	75%		9	0	0	9
Spring 2018	Islam, Culture and Bioethics	THEO14570	3	Shabana, Ayman	75%		16	0	0	16
Summer 2018	War Ethnography	ANTH36070	3	Abusharaf, Rogaia	25%	MENA case studies used				
Summer 2018	Map of the Arab World	ARAB34870	3	Al-Tonsi, Abbas	100%					
Summer 2018	Middle East I	HIST16070	3	Al-Arian, Abdullah A.	100%					
Summer 2018	Politics of Syria	IPOL33570	3	Neep, Daniel	100%					
Summer 2018	Authority & Democracy in MENA	IPOL39970	3	Zaccara, Luciano	100%					
Fall 2018	War & Peace in Darfur	ANTH35070	3	Abusharaf, Rogaia	75%					
Fall 2018	Intens 1st Lev Mod Stand Arb I	ARAB01170	6	Fazza, Hany	100%					
Fall 2018	Intr Mod Stnd Arab: Heritge Sp	ARAB02070	6	Al-Ashiri, Mahmoud	100%					
Fall 2018	Intens 2nd Lvl Md Stnd Arab I	ARAB11170	6	Mohamed, Yehia	100%					
Fall 2018	Interm Mod Stand Arab:Heritge	ARAB12070	3	Al-Ashiri, Mahmoud	100%					
Fall 2018	Intens 3rd Lvl Md Stnd Arab I	ARAB21570	6	Chamseddine, Abdul Rahman M	100%					
Fall 2018	Adv Mod Std Arabic Heritage Sp	ARAB22070	3	Mohamed, Yehia	100%					
Fall 2018	Adv Mod Std Arabic Heritage Sp	ARAB22071	3	Chamseddine, Abdul Rahman M						
Fall 2018	Religious Discourse	ARAB28170	3	Zabarah, Hana	100%					
Fall 2018	Topics in the Arab World II	ARAB30870	3	Mohamed, Yehia	100%					
Fall 2018	Intro Arabic Short Story	ARAB33570	3	Khalifah, Omar	100%					
Fall 2018	Modern Arabic Poetry	ARAB34170	3	El-Zein, Amira	100%					
Fall 2018	Arab Women's Autobiography	ARAB35670	3	Khalifah, Omar	100%					
Fall 2018	Id & Globlzn: Contmp Arab Wr	CULP36970	3	El-Zein, Amira	100%					

Fall 2018	Comparative Political Systems	GOVT04070	3	Alonso Saenz de Oger, Sonia	25%	Middle East used as case study i				
Fall 2018	Comparative Political Systems	GOVT04071	3	Garrett, Amanda L.						
Fall 2018	International Relations	GOVT06070	3	Lieven, Peter P.	25%	Middle East used as case study i				
Fall 2018	International Relations	GOVT06071	3	Miller, Rory D.						
Fall 2018	Gulf Politics	GOVT41770	3	Kamrava, Mehran	100%					
Fall 2018	Middle East I	HIST16070	3	Agoston, Gabor J.	100%					
Fall 2018	Ottoman Empire and Mod Turkey	HIST26170	3	Agoston, Gabor J.	100%					
Fall 2018	History of Modern Egypt	HIST26470	3	Al-Arian, Abdullah A.	100%					
Fall 2018	Media in the Middle East	INAF25770	3	Zayani, Mohamed	100%					
Fall 2018	Gulf Security:Contemporary Era	IPOL31570	3	Miller, Rory D.	100%					
Fall 2018	Fatwa in Theory & Practice	THEO02070	3	Shabana, Ayman	50%					
Fall 2018	Islamic Law and Institutions	THEO08270	3	Siddiqui, Sohaira Z.	75%					
Spring 2019	War & Peace in Darfur	ANTH35070	3	Abusharaf, Rogaia	75%					
Spring 2019	Intens 1st Lv Mod Stnd Arab II	ARAB01270	6	Mohamed, Yehia	100%					
Spring 2019	Intro MSA Heritage II	ARAB02170	6	Al-Ashiri, Mahmoud	100%					
Spring 2019	Intens 2nd Lv Mod Stnd Arab II	ARAB11270	6	Al-Tonsi, Abbas	100%					
Spring 2019	Intermediate MSA Heritage II	ARAB12170	3	Al-Ashiri, Mahmoud	100%					
Spring 2019	Interm Arabic Heritage II	ARAB12171	3	Al-Tonsi, Abbas						
Spring 2019	Intens 3rd Lvl Md Stnd Arab II	ARAB21670	6	Chamseddine, Abdul Rahman M	100%					
Spring 2019	Formal Spoken Arabic	ARAB21970	3	Fazza, Hany	100%					
Spring 2019	Third Level MSA Heritage II	ARAB22170	3	Chamseddine, Abdul Rahman M	100%					
Spring 2019	Third Level MSA Heritage II	ARAB22171	3	Mohamed, Yehia						
Spring 2019	Arabic Drama	ARAB34070	3	Khalifah, Omar	100%					
Spring 2019	Arabic Gulf Literature	ARAB36570	3	El-Zein, Amira	100%					
Spring 2019	Migration & Exile Mod Arab Lit	ARAB39870	3	Khalifah, Omar	100%					
Spring 2019	Islamic Architecture	CULP24170	3	Zabarah, Hana	75%					
Spring 2019	Journey of Arabic	CULP32470	3	Zabarah, Hana	100%					
Spring 2019	Arabian Nights in Western Lit	CULP33170	3	El-Zein, Amira	100%					
Spring 2019	Comparative Political Systems	GOVT04070	3	Alonso Saenz de Oger, Sonia	25%	Middle East used as case study i				
Spring 2019	Comparative Political Systems	GOVT04071	3	Lieven, Peter P.						
Spring 2019	International Relations	GOVT06070	3	Miller, Rory D.	25%	Middle East used as case study in IR theory				
Spring 2019	Middle East II	HIST16170	3	Al-Arian, Abdullah A.	100%					
Spring 2019	Pirates/Soldiers/Diplomats	HIST36170	3	Agoston, Gabor J.	75%					
Spring 2019	Empires borderlands ME Balkans	HIST36870	3	Agoston, Gabor J.	100%					
Spring 2019	Religion & Democratization	INAF35270	3	Alonso Saenz de Oger, Sonia	25%	Islam and democracy included				
Spring 2019	International Relations of ME	INAF46070	3	Kamrava, Mehran	100%					
Spring 2019	Gulf Security:Contemporary Era	IPOL31570	3	Miller, Rory D.	100%					
Spring 2019	Islamic Movements	IPOL36870	3	Al-Arian, Abdullah A.	75%					
Spring 2019	Islam, Culture and Bioethics	THEO14570	3	Shabana, Ayman	75%					

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative

Table 1: 4-Year Budget

Cost Categories	Year 1	Year 2	Year 3	Year 4
Personnel	\$141,600	\$141,600	\$129,600	\$129,600
Fringe Benefits	\$12,646	\$12,646	\$6,314	\$6,314
Travel	\$9,400	\$9,400	\$9,400	\$9,400
Supplies	\$6,200	\$6,200	\$6,200	\$6,200
Contractual	\$34,249	\$42,249	\$42,249	\$42,249
Construction				
Other	\$57,200	\$50,800	\$76,200	\$76,200
Total Direct Costs	\$261,295	\$262,895	\$269,963	\$269,963
Indirect Costs	\$20,904	\$21,023	\$21,597	\$21,597
Training Stipends	\$328,500	\$328,500	\$328,500	\$328,500
Total Costs	\$610,699	\$612,427	\$620,060	\$620,060

Table 2: FLAS Budget

FLAS Distribution	#	Year 1	Year 2	Year 3	Year 4
Undergrad. Inst. Payment	3	\$30,000	\$30,000	\$30,000	\$30,000
Undergrad. Subsistence	3	\$15,000	\$15,000	\$15,000	\$15,000
Grad. Inst. Payment	7	\$126,000	\$126,000	\$126,000	\$126,000
Grad. Subsistence	7	\$105,000	\$105,000	\$105,000	\$105,000
UG+G Summer Stipends	7	\$35,000	\$35,000	\$35,000	\$35,000
UG+G Summer Subsistence	7	\$17,500	\$17,500	\$17,500	\$17,500
Totals		\$328,500	\$328,500	\$328,500	\$328,500

1. Personnel: See Table 3: Personnel.

Table 3: Personnel Time & Effort

Title	Salaries	Time & Effort
FT Faculty, Languages	\$56,000	50%
Adjunct Faculty, Languages	\$7,000/course	<50%
Adjunct Faculty, Area Content	\$8,000/course	<50%

2. Fringe Benefits: Two fringe benefits rates are applied. For full-time employees, the project applies the institution's federally negotiated rate of 27.3% (effective 7/1/17). For part-time employees and adjunct instructors (<50% time), the institution applies the rate of 8.2%.

3. Travel: Travel totals \$9,400 annually (\$3,400 for 3 project personnel to travel to conferences; \$3,500 for project personnel to travel to 10 regional domestic workshops; and \$2,500 for one international trip for project personnel to conduct workshops).
4. Supplies: Annual supplies total \$6,200 (\$6,000 for educational outreach literature and \$200 for CCAS annual conference materials).
5. Contractual: The project will utilize four contracts to achieve project objectives. See appendixes for letters of intent from contractors, which explain their roles.

Table 4: Contracts

Contractor	Year 1	Year 2	Year 3	Year 4	Total
Natakallum	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Midwest Institute		\$3,000	\$3,000	\$3,000	\$9,000
FLAS Administration	\$6,365	\$6,365	\$6,365	\$6,365	\$25,460
Event Planning	\$10,184	\$10,184	\$10,184	\$10,184	\$40,736
Contractual Subtotal	\$26,549	\$29,549	\$29,549	\$29,549	\$115,196

6. Construction: None
7. Other: The project will only utilize pre-approved vendors at standard local market rates.

Table 5: Other Expenses

Budget Items	Year 1	Year 2	Year 3	Year 4	Total
Videography	\$1,500	\$6,500	\$6,500	\$6,500	\$21,000
Ed. Outreach Student Asst.	\$19,800	\$19,800	\$19,800	\$19,800	\$79,200
Other: Evaluator	\$6,200	\$6,200	\$6,200	\$6,200	\$24,800
Cur. Dev. Student Assistant	\$11,200	\$11,200	\$11,200	\$11,200	\$44,800
NRC Student Assistant	\$8,400	\$8,400	\$8,400	\$8,400	\$33,600
Media & Events Student Assistant	\$8,400	\$8,400	\$8,400	\$8,400	\$33,600
Arabic Sup. Student Assistant	\$4,800	\$4,800	\$4,800	\$4,800	\$19,200
Honoraria	\$49,200	\$33,800	\$59,200	\$59,200	\$201,400
Vendor Services	\$8,000	\$16,000	\$16,000	\$16,000	\$56,000
Event Space Leasing		\$1,000	\$1,000	\$1,000	\$3,000
Subtotal	\$117,500	\$116,100	\$141,500	\$141,500	\$516,600

10. Indirect Costs: Although Georgetown University has a federally negotiated indirect cost agreement currently in effect, the project will comply with USDE policy and thus will apply only an 8% indirect cost rate on total direct costs, excluding Training Stipends.